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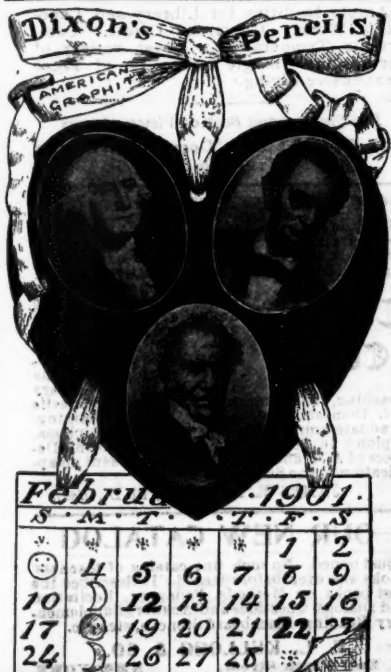
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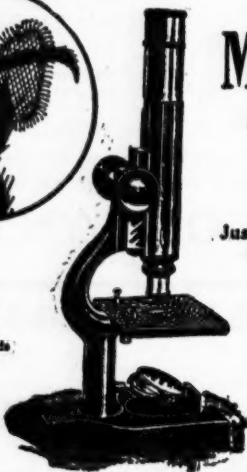
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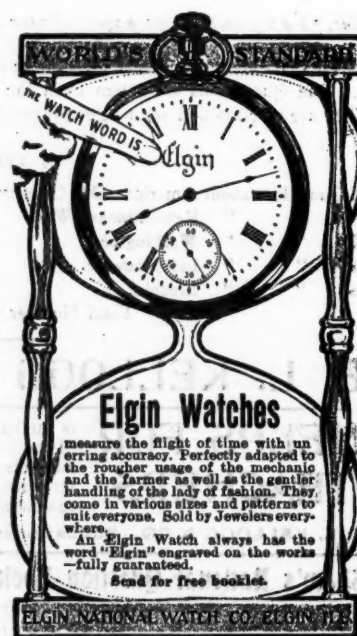
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A Weekly Journal of Education.

Vol. LXII.

For the Week Ending February 16.

No. 7

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Social Ethics in the Schools. II.

By JULIA BULKLEY, University of Chicago.

Result of Study of the Subject.

The result of an experiment tried in a city system showed that at certain ages and even at certain times of the year, certain lapses and certain evils made their appearance. After considerable experiment it was found that certain literary material voiced the vague spirit of unrest and gave form to the undefined and often confused social and ethical ideas of the children. Each month of the year reports of misdemeanors which had merited reproof or of faults which had needed correction were sent to the central responsible agent (the principal), and after a time these difficulties came to be so regular in their appearance that their coming could be anticipated.

Prevention in this as in many other cases was better than cure. After a lapse of years of this training, the discipline of the secondary grades was reduced to the minimum and the instruction in social ethics had a prominent place only in the lower classes of the elementary grades. Of course, there were occasional sporadic cases where heredity was strong and where the home had failed or where individuals who had come from other schools did not catch the prevailing tone of the class, but these were fewer each year. The decided criminal tendencies came more and more to be recognized as incipient cases, even in the first years of the school life. The child nature at that time is more plastic and more susceptible to sense impressions in the form of example and to the appropriation of the suitable expression for its correction. The child at that age co-operates more fully in his own improvement. The city, I have been told, came to be known as one of the cleanest places in which to bring up young children and the quality of intellectual work improved proportionally.

The Teacher's Part.

To accomplish this, a certain unusual skill beyond the power to give instruction in the usual branches is required in the elementary teacher. To a strong attractive personality should be united a broad knowledge of human nature and of its manifestation in the child, a keen watchfulness and sensitiveness to conditions, sympathy and patience, as well as wisdom in application of a remedy, if the slightest indication of incipient evil exists. If the elementary schools can be so taught that unregulated habits and tendencies to vice will here find their appropriate attention in the remedy applied, the higher grades will be ready to appropriate and practice the qualities for which this instruction has prepared them. Not that "vigilance which is the price of liberty everywhere" should be relaxed at any point, but the whole tone of the school is gradually changed. A keener sense of right, of justice, of truth, of courtesy, of honor, of kindness, becomes apparent together with a desire and power to express these qualities.

We cannot afford to have teachers unskilled in this fine art of instruction in social ethics in our elementary classes. Too often, teachers of these grades flatter the children and repress or leave untouched the faults which ought to have been corrected. Too often an ignorant, unskilled, immature girl is placed in this position of re-

sponsibility and many teachers remain in that grade, because they say it is an easier grade and there is less discipline. If they could only measure the injury that they are doing by their ignorance and neglect! The prevailing tendency to think that their whole duty is done when they interest the children, which means simply to them to amuse and please is a most insidious and dangerous mistake. Interest is not inconsistent with education; it is the accompaniment of all good instruction, but it is not unwisely to be made an end.

But what is the material to be used in this instruction? We have the power of expression in but two forms—our acts, including gesture, facial expression, etc., and our words. Words are often of less value than acts unless re-inforced by character, especially in influencing children. First, every act of the school-room should be regulated by the highest principles, and here let me remark that in the school-rooms of Chicago, I have never but in two instances, heard any other than a well-modulated voice of the teacher, the evidence of his possession of that amount of commendable self-control. Then every instance for which reproof needs to be administered should be closely scanned. Is it incidental and individual or does it indicate a tendency of the class? for that will serve to indicate the application of the remedy. Is it a social act which can at once be repeated in a better form as we correct an ungrammatical expression by its immediate use in a changed sentence? Both the individual and the class must be considered in determining upon the form of its repetition. Is it an act for which a remedy is to be found in a better expression of vague impulses? Search the whole range of literature, not excluding the Bible or the Koran for its proper expression and let the child or children repeat and write the better plan as there expressed, until the thought is held ineffaceably in mental images and the act in the original form could not be repeated. The changed or correct expression, or another act of the child perhaps, may be required. Is it a flagrant act of an individual? Then let that individual learn his lesson at once and so effectually that a repetition need not be required. I would make that instruction in special cases take the place of all regular work in the school. You induce the reform in the child, not in excluding or suspending or expelling the child nor in treating him with such harshness that he becomes a truant, but by introducing other mental images, by letting him feel the importance of the instruction by the place you accord it. It is not secondary to the regular work of the school, but it is primary and vital, and no other work should be allowed to take precedence until the undesired act shall cease to be repeated. As one suggestion to meet the tendency to dishonesty in the school, I would have all work in which assistance can be given, such as mathematics, done in the school and let such exercises as require memory work take their place in the assignment of home work. There is this reason in social ethics against the introduction of free text-books, paper, pencils, etc., that it breaks down the distinction in regard to ownership and honesty. Truancy is more easily dealt with in the first years, for the attraction of the school life and the plasticity of the child are then greater. If every tendency to irregularity is then noted and corrected, it is more easily checked. Not severity, but certainty in training to better habits tells in improvement. Tendencies have a chance to disappear in the

repetition of instruction and correction of motor expression in those early years.

Browning asks, in *Sordello*,

Would you have your songs endure? and the answer which the poet gives is "Build on the human heart."

Here are human hearts, all immature "with purposes unsure," with the moral sense to be developed thru exercise. It is thru the wise guidance of parent and teacher that small events entwine in the mass of deeds which make up that human life. Shall we not help it by all the means at command to its proper expression in social and civic virtues? The time to do it is in the beginning of that life; the place is in the home and the school. The result will be more secure if there can be a happy co-operation of both influences.

To summarize in conclusion, (1) This training in social ethics belongs pre-eminently in the early life of the child. It largely determines in what line for him action shall be both pleasurable and helpful.

(2) It is first and foremost a science of doing,—and consists in the daily regulation of the life with the purpose on the part of the parent and teacher of securing individual and social welfare as opposed to the expression of irregular whims and the selfish desires of the uncontrolled individual.

(3) At the same time that action is regulated, there is built up a body of principles, of norms for action, which represents to the adult his controlling motive in action. This may be named habit or conscience, but it will regulate his conduct consciously or unconsciously even to the overruling of hereditary tendencies in all instances in which he is called to act, to influence, or to co-operate in life, hence (4) the importance of the wise direction of the child in those first years of home and school, for here is laid the foundation of that character which will relate him helpfully, happily, and harmoniously to the social whole.

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5. *Memory*.—Strong or weak, accurate or inaccurate? Kind; verbal, thought; visual, auditory, motor? In what lines is memory strongest? Weakest? (See "Perception and Discrimination.") The memory of the feelings; enduring or otherwise? Is kindness, ill-treatment, or punishment long remembered, or soon forgotten?

6. *Imagination*.—Characterized by visual, auditory, or motor images? Vivid or weak? Constructive, creative, æsthetic? Does the child image habitually, readily, and

clearly the ideas symbolized on the printed page? If not, why not?

7. *Judgment*.—Quality of the child's judgment, "common sense"? Does he rely on his own judgment or on that of others?

8. *Reasoning*.—Power to make inferences? Validity of the same? Habit of reasoning about things? Ability to appreciate the reasoning of others? To what extent can the child reason from cause to effect, and *vice versa*? Ability to solve problems in mathematics? Is he patient, or hasty and soon tired or discouraged, in reasoning?

9. *Imitation and Originality*.—Is the child markedly imitative, or original in his ideas or conduct? In what does he especially show either of these characteristics? Is he consciously and intentionally, or habitually original or imitative? Does his imitation go to the extent of dishonesty, as copying?

10. *Use of Language*.—Extent of the child's vocabulary? Is it adequate to the expression of his ideas? Degree of correctness and fluency with which he uses language? Readiness with which he learns new words and forms of expression? Is his language especially rich or poor in imagery? What forms of imagery, visual, auditory or motor, prevail?

11. *Interest*.—What is the character of the child's strongest interests? Has he fairly permanent interests, or are they very changeable? Does he ever seem to be without definite, strong interests? What is most interesting to him in nature, books, school work, outside work, recreation? Does he have many or few interests? Is he interested to the extent of enthusiasm?

12. *Temperament*.—To what type or types does the child belong; impulsive, buoyant, cheerful, excitable, emotional, passionate, earnest, persistent, slow, dull, plodding, resolute, irresolute, calm, energetic, timid, courageous, generous, selfish, yielding, stubborn, sympathetic, unsympathetic, hopeful, sad, sensitive, indifferent, confiding, reticent, peaceable, quarrelsome, gloomy, fearful, worrying, suspicious, distrustful, self-confident, self-distrustful, reflective, fastidious, easily discouraged, purposeless, imaginative, irascible, happy-go-lucky, solemn, serious, proud, vain, overbearing, servile, sluggish?

13. *Emotions*.—Is the child of a strong emotional nature; moved by strong feelings of anger, fear, love, sympathy, jealousy, hate, etc.? Manner of expressing the emotions? Is he mastered by them? What emotions are characteristic, either by their strength or weakness? Is there anything in the child's experience that unduly excites the emotions?

14. *Fears*.—What superstitious, groundless fears has the child? What influence have they upon him? (Children are often very secretive in respect to their fears, and their conduct may seem unaccountable until some secret fear is discovered to be the motive.) The source of these fears? The degree of his fear of things of which he ought to be afraid?

15. *Respect, Reverence, and Religion*.—What degree of respect does the child manifest toward his parents, teachers, persons older than himself? How, to what extent, and under what circumstances, does he manifest feelings of reverence and religion?

16. *Æsthetic Sense*.—Is taste shown in dress? What appeals to the child as beautiful in nature, art, literature, or character? Is he much or little affected by what he terms beautiful? How does he express his appreciation of beauty?

17. *Sense of Humor*.—Is the child quick to see the humorous side of things? Nature of things that seem to him funny? Does he especially enjoy fun at the expense of others? Character of his laugh?

18. *Affections*.—Nature, strength, and manifestation of affection for people; parents, brothers and sisters, teachers, playmates, and others? For animals? Is the affection selfish or unselfish?

19. *Relation to Companions*.—Is the child companionable or uncompanionable, popular or unpopular? For

what apparent reasons? Does he seek the company of few or many? Is he a leader or follower? If the former, by what means does he hold the leadership? If the latter, what kind of a leader does he follow, and why?

20. *Manners*.—Is the child considerate of others; polite or impolite toward his parents, teachers, playmates, strangers? What is the cause of impoliteness?

21. *Moral Sense*.—Is there a well-developed sense of what is right and wrong? Is there a strong feeling of "ought," of duty? To what extent is the child's conduct determined by the feeling that he ought to do right? Note any unusual or perverted ideas of what is right or wrong, just and unjust, and find the cause of the same. Is the child especially sensitive to acts of injustice toward himself? Toward others?

22. *Motives*.—What are the leading motives governing the child's conduct? Are they largely of the higher or the lower order, selfish or altruistic, short-sighted or prudent? Why does he go to school, why study, why behave or misbehave, etc.?

23. *Ambitions*.—Does the child have definite present ambitions of conduct or achievement which he is trying to realize? What are they? What are his more remote ambitions? (See "Ideals.") Is he clearly conscious of his own ambitions? With what tenacity does he hold them, and with what tenacity does he try to realize them? Does he appear to be drifting, living "from hand to mouth," with no fixed purpose, no settled aims?

24. *Ideals*.—What are the child's ideals of men and women, boys and girls, companions, occupations, professions? What characteristics and abilities in people, what features of their occupations does he especially admire? What does he hope to be and do when he grows up? What is he trying to be and do now? Are his ideals well defined and fairly constant, or vague and changeable? Are they remote or near in time and place? Realizable or unrealizable? Do they influence present conduct much or little?

25. *Truthfulness*.—What is the child's attitude toward the truth? Why does he tell it or fail to tell it? Has he a fixed habit of telling the truth? Has he a strongly developed feeling or consciousness in the matter? What kind of lies does he tell? How have habits in respect to truth and falsehood been formed? What treatment seems best for his untruthfulness?

26. *Habits*.—What fundamental habits, as of promptness, industry, order, neatness, politeness, truthfulness, obedience, carefulness, attentiveness, persistency, are already well fixed? What bad habits are formed or forming? What strong influences are at work for the formation of any of these habits, good or bad?

27. *Obedience*.—Is the child generally obedient or disobedient? What are the motives for his obedience and disobedience? Does he deliberately disobey? Why? What is the strongest appeal that can be made to him to secure his obedience? His attitude toward his teacher in respect to obedience? Does he feel that he must, or ought to obey, or that he "doesn't have to"? What is his attitude toward his parents in this respect?

28. *Punishment*.—What is the child's attitude toward punishment? Effect of punishment? What forms are most effective? What least? What should not be used?

29. *Will*.—Strong or weak, obstinate, persistent, changeable, easily influenced, impulsive, or deliberate? Does the child execute what he undertakes? Is he master of himself and circumstances, or is he mastered by them?

30. *Feeling of Self*.—Has the child a well-developed sense of his own ability, his own responsibility and obligation? Can he set himself at work on any task, especially something unpleasant, and stick to it until it is accomplished? Or does he find it easier to make excuses for what he should have done?

31. *Expression*.—What ability and tendency has the child to employ different means of expressing ideas, as by speech, writing, drawing, painting, singing, playing,

modeling, constructing with tools, by gesture, attitude, and countenance? Note especial strength or weakness in any of these various modes of expression.

32. *Studies*.—Child's attitude toward each one; his likes and dislikes, application, progress, etc., and reasons for the same.

33. *Attendance and Truancy*.—Does the child attend school regularly and punctually? If not, what is the cause of his irregularity and lack of promptness? Does he play truant? To what extent? Why does he do it?

34. *Mental Fatigue*.—Is the habitual condition of the child's mind alert, active, vigorous, according to its capacity, or does it seem weary, overburdened, sleepy? If the latter, what is the cause? Are there periods when the mind seems excessively fatigued? Cause? How long do they last? (Under Physical Characteristics, see "Health and Disease," and "Physical Fatigue.")

35. *Abnormalities*.—What marked mental peculiarities or abnormalities does the child manifest? What is their cause?



Washington: The Greatest American.

By W. E. CHANCELLOR.

The appearance of Prof. Woodrow Wilson's *George Washington* in book form from the Harper Press and the nearness of Washington's birthday, February 22, now a national holiday, offer an appropriate occasion for a review of the life of "The Father of His Country." We are very apt to think of him as a long, long life; yet he died at sixty-seven. And we are apt to think of him as an ancient worthy. Yet the grandfathers of men yet in their prime saw him in their boyhoods. For he performed more great services than would have sufficed to make a dozen statesmen, and we read of his deeds in the long ago days of our own childhood, when the strictest realities of history and of even our own experience had the colors of romance.

With the great dates of Washington's life we are all perfectly familiar. Born in 1732, he was colonel of volunteers against the French and Indians in 1754, and hero of the Braddock campaign in 1755. The Spring of 1775 found him at less than forty-five years of age general in command by universal acclamation of all the people as well as by unanimous vote of a Congress, sorely dissident on many other matters, over an army from ten quarreling colonies, united in one thing: the spirit of rebellion against the mother country. Years of great trial passed; and in 1789, once more the people of a half continent, seeking real union, made him, without question, presiding officer of their constitutional convention, and later, unanimously elected him the first president of the United States, re-electing him again unanimously. In the brief interims when not engaged in general public service he was member of the Virginian House of Burgesses, greatest flour merchant of the New World, largest landowner, foremost leader of society. Moreover, he found time to write enough letters and messages, public and private, to fill, even when carefully edited, fourteen octavo volumes, more by four than suffice for the literary remains of even that voluminous literary statesman, his protégé and critic, Thomas Jefferson.

Such was his supremacy among men. Such was his laborious life service. In a population which grew in his time from two to five millions, Washington was first as soon as he was known. And such to this day he has remained, "first in war, first in peace, and first in the hearts of his countrymen." It may not be wise for contemporaries, or even for the men of the succeeding generation, to attempt to estimate the value of the services of individuals to their times. But George Washington was a man of the eighteenth century; and we of the twentieth century are sufficiently distant from him to see his life in a relatively true perspective. For ten years I have had it in mind to express in some public form what I believe will be very nearly the ultimate historical

estimate of our national hero. It is, therefore, with peculiar personal satisfaction that I take advantage of this opportunity in the columns of *The School Journal*.

For this man we have named the capital city of our country; for him we have named one of our best new states, and be it noted that no other state of the Union bears the name of any individual American. That trite saying of our people regarding Washington was challenged by our poet Lowell when he pronounced Abraham Lincoln "the first American;" but neither this nation itself nor the world in general has ever doubted its substantial truth. It is a pity that so many text-book historians for school children have written George Washington down to the fancied level of the child's comprehension; it is a general human misfortune that no one has yet written a life of the soldier-statesman with adequate knowledge of his great qualities or with adequate understanding of the extraordinary services he rendered to this country and to mankind. Only men of equal mold will ever write the truth of the great figures of world history, Alexander, Cæsar, Charlemagne, Washington. From lesser men we may get true proportions; but from them in their estimates of the heroes of the past we cannot get the actual measures of the fulness of wisdom, courage, and righteousness of mankind's foremost men, tho we ought to draw for our boys and girls the size of Washington as of one who, as nearly as any human being can ever be, was a very demi-god among men. We tell of him as a general in command of armies and as a president in authority among statesmen, whereas in reality he was in the revolutionary era the cloud that went before our ancestors by day and the fire that rested with them by night, and in the constitution-making era the rock in the storm and the light on the hill, always the inspirer and counselor, often the leader and ruler.

Yet how shall these things be known without the teacher? From our author we get much light upon the truth. He tells us of Washington as the tireless letter-writer at every stage of his career, of his innumerable councils and conferences with men, of his excessive anxiety to serve well his own day and generation, of his dignity and reputation and personal authority thru four decades of nation-making. And, further, he writes in epic style, in an heroic manner well suited to so great a theme. But in the ultimate picture we get rather the outer seeming of the man than his inner life, the shell rather than the substance of his character. We are not told enough of what George Washington wrote in these dozens of letters a week, North and South, and of what he said in these countless councils and conferences. We are told almost nothing of those great state papers, his various messages to Congress. We get, and we get unjustifiably, the impression that Washington was rather the manager of men than the veritable genius of sensible, constructive ideas that he was. Unquestionably Washington knew great men when he found them; unquestionably he knew wise plans when he heard them; but equally unquestionable as historic fact is it that the great men knew at once a greater man when they met him, and the wisest of all plans were those of Washington himself. This fact our author does not sufficiently emphasize.

The rescue of his marvelous personality from the belittling comments and comprehensions of lesser men than he is the task to which some other first-rate world-genius may well address himself in the twentieth century. Well will it be for our boys and girls and their teachers when at last we have the true George Washington, drawn by some statesmanlike poet like Goethe, or some literary statesman like Gladstone, or better still, by the Dante or the Shakespeare of that future into whose light and liberty we are moving so fast and so surely! George Washington will survive supreme in wiser ages. When 1776 and 1787 and 1790 have become dates so near to 1607 and 1620 as to be part of one nation-forming period, and when the United States has become by inner welding and outer spreading immeasurably the greatest na-

tion of human history, this man who feared neither battle nor hunger, nor multitude of soldiers, nor the prestige of a world power, nor loss of wealth, liberty, or life itself, nor the weakness of his own people, nor traitors, nor personal, domestic, and international difficulties apparently overwhelming, but who manifested as nearly as any human being can entire self-reliance, and as completely justified that self-reliance by deeds as any person in history, will be understood to be nearly or quite the greatest man of the world.

A very brief comparison of the achievements of George Washington with those of other great Americans will help us in determining his place in the galaxy of possibly immortal names. It is mere kindly courtesy to mention that good man, William Penn, who alone among the colonials manifested some of the great qualities of statesmanship. Then we have Benjamin Franklin, of encyclopediac wit, author, statesman, diplomat, sage, scientist, and financier. For ability considered in itself he has had few equals among men; but of self-sacrifice and heroism he manifested few deeds. He was a maker of money partly from love of it; into which error George Washington, tho a man of very great business capacity, never fell. With Washington wealth was wholly means to ends. Himself inheriting an estate of great potential value and marrying a widow of far greater fortune than his own, Washington rose entirely above the little interests of wealth-getting. This singular emancipation of mind from the property-lust was one evidence of his purity of character; he was essentially an idealist, tho he kept his feet forever upon facts, and his eyes and ears forever open to things as they are. Then we have Jefferson, a great statesman and a great philosopher, who often saw and reported facts erroneously, and who frequently had to contradict by his acts the principles he had exploited with tongue and pen. His inconsistency, his ineffectiveness, and that stupendous error of the embargo policy remove even the brilliant author of the immortal Declaration of Independence to lower rank than that of such men as George Washington. As for Andrew Jackson, warrior-politician, he represented a class which needed representation, and the truth of democratic equality, which needed historic demonstration in events; but his personal character and his personal ability were as small in comparison with George Washington's as was the range of his actual service. In the presence of Daniel Webster we must pause a moment. He was the second American who thoroly understood the Constitution, and did for that marvelous document with the public what John Marshal did for it in the courts, explained it. Moreover Webster was cast in the giant's mold of mind and character, than whom no greater orator has the world ever seen. But in character and in extent of service he cannot rank with Washington, whose star never declined, whose fame knew no faults.

Abraham Lincoln alone is comparable with this idolized hero. If Lincoln had lived to reorganize the South after the fearful crisis of the war whose central and greatest figure he was, and if he had been not only president but also general in the field, these two men would doubtless have ranked together, for the quality of Lincoln's service was supremely fine. We must deal with these two men, Washington and Lincoln, in the superlative; for they alone among Americans deserve the superlative in substantially every aspect of their public lives. But in view of the events in which they actually did take part, mere length of service, continuance in well-doing, must compel us to hold in the broader esteem rather the statesman-soldier of the eighteenth century than even him who at the center of the awful tempest of the Civil war stood serene, sane, catholic, vigilant, the pivotal man in a crisis of world destiny.

As Americans we claim for George Washington rank with Alexander, Cæsar, Charlemagne, Napoleon, Bismarck. Yet the empire of Alexander, the genius of young manhood, soon melted after his early death; nor could he himself have built it in an eternal structure,

tho he had lived a hundred years. And the empire Cæsar made out of the chaos of Rome's democratic factions soon fell in ruins. Charlemagne was scarcely buried before his empire, too, began to crumble into dust. And Napoleon's hideous folly overmatched his surpassing genius, for in war he was a god, but in statesmanship he was fool and devil at once. Vast as had been his success, his failure was even more colossal. Washington never failed, never over-estimated his own powers, always understood his people, was the only general in world-history as great in defeat as in victory, a man whose genius was common sense. In comparison with him Napoleon was lurid with the manias of sin and egotism. Even the code Napoleon, his only enduring monument, is crystallized injustice. In the last century Bismarck was sometimes compared with Washington as a nation-builder; but Bismarck made a kingdom and Washington a republic, an achievement far higher spiritually, and nearer to the inner truth of man's nature. And Bismarck was not general as well as statesman.

Washington's was more than the pivotal place in an era of crisis. His life was the track up which a whole people traveled into the union of one common purpose thru another period of forty years in a wilderness, physical and spiritual. Setting before his eyes, while still a young man, the idea of a nation's independence, toward that ideal he journeyed, inspiring, leading, commanding, supporting, thru hours and days and years of danger, labor, and weakness, all his people. The accomplishment of George Washington, running hand in hand with the good Providence of God, who has given us a mission in the world, has already been greater in its radiant effects than that of any other historic man; and it has been an accomplishment unstained by personal error.

Short as is this biography of a man who in public service and in private business was never wearied, tho he toiled early and late, we get from the narrative and the criticism the essential spirit of the man and the essential nature of his accomplishment. If the recital is at times a little vague, and if the literary "tis" and "twas" so often repeated jar upon the ear, the substance and the style of the book are nevertheless on the whole very praiseworthy. A few quotations will serve to indicate the noble spirit both of the hero and of his biographer: "Washington had risen to a very safe footing of power among all the people as the war drew toward its close filling their imaginations and reigning among them as securely as among his troops, who for so long had felt his will wrought upon them day by day. His very reserve and the large dignity and pride of his stately bearing made him seem more like a hero in the people's eyes. They could understand a man, made in this ample and simple kind, give them but time enough to see him in his full proportions. It answered to their thought of him to find him too proud to dissemble, too masterful to brook unreasonable faults, and yet slow to grow impatient, tho he must wait a whole twelvemonth to see a plan mature or coax a half-score states to get a purpose made good. And they could not deem him cold tho they found him self-possessed, keeping his own counsel; for was not the country full of talk how passionately he was like to act at a moment of crisis and in the field? They only feared to lose a leader so reckless of himself when danger was sharpest." "The singular majesty and poise of this revolutionary hero struck the French officers as infinitely more remarkable than his mastery in the field and his ascendancy in council. They had looked to find a man great in action, but they had not thought to see in him a great gentleman, a man after their own kind in grace and courtesy and tact, and yet so lifted above the manner of courts and drawing-rooms by an incommunicable quality of grave sincerity which they were at a loss how to describe. No one could tell whether it were a gift of the mind or of the heart. It was certain only that it constituted the atmosphere and apotheosis of the man."

Such was the hero who never faltered in undertakings for the public good. In these pages all the large life of the man is lifted to the view. Especially valuable is our author's study of the early events and forces which tended to make Washington's character. The style is graceful, almost light, despite the great weight of knowledge of men and of principles which it carries. Incidentally there are many admirable studies of the men of the times who were associated with Washington.

Partly because of the relatively great fullness of detail in the presentation of Washington's early life, but mainly because of the dignity, purity, and elevation of the thought, this biography is eminently adapted for reading by boys and girls. But it is not the final authority upon the life of a statesman and hero, who is not less than the greatest American, and, taken in all and all, the greatest of historic men. (Harper Bros. New York, 12 mo. cloth. pp. 333. Illustrated admirably.)



Some Dangers in Nature Study.

By C. G. SOULE, Brookline, Mass.

Given a teacher who is trained for nature work and a class ready to enjoy it the next need will be specimens. To get these is a great part of the interest to children, and in some schools the teachers make a point of requesting the pupils to find and bring to the class certain kinds of leaves, flowers, fruit, branches, or plants. In the public schools of cities and large towns such requests are dangerous. Few of the children have such specimens in the small yards belonging to their parents. Yet the pupil bringing specimens is more favorably regarded by the teacher than those who do not supply specimens; so the child who cannot find the required leaves or plants at home goes hunting, and takes them wherever he can find them.

This results in broken trees, shrubs, vines, and plants on the grounds of richer citizens, and soon becomes a source of great damage and annoyance. On the part of the children, who are sent off the grounds whenever seen stealing specimens, it very soon becomes conscious theft, and is greatly enjoyed by them because of the chance of being caught, and the skill needed to escape. When caught, in every case which has come to my knowledge, the excuse invariably is: "Teacher said we must bring" such or such flowers or leaves "to school for the nature study."

In the beginning this was true, but as time has passed this excuse has been made to cover all the private and personal thieving of the pupils. In one town I know all the citizens living near a large public school have been forced to give up fruit trees and flower beds because the pupils plundered them so, and did so much damage on their grounds that the owners had either to mount guard all day or to give up the pleasure of fruit and flowers.

To the citizen it seems that if nature study cannot be carried on without thieving on the part of the pupils it should be omitted from the course, and lessons in common honesty and respect for the rights of others should be substituted.

In any case the teacher should make it clear to his class that stolen specimens are not to be accepted.

It rests with the teacher, then, to devise some means whereby the pupils may have the pleasure of collecting specimens under such conditions as preclude possibility of stealing or trespassing.

Sentimental Nature Study.

Another danger is inaccuracy, and this is largely due to the ignorance or carelessness of the writers of "popular science" books and leaflets. Only experience and knowledge on the teacher's part can guard against this, especially since such books are usually highly praised by reviewers whose knowledge of the subjects is very limited.

A still worse danger is the sentimental view of plants and animals, largely due to kindergarten influence, and by no means justified by the facts.

It has become the fashion to represent plants as filled with motherly care and plans for the welfare of their seeds—"their young," "their children," as they are then called; and to extol the "maternal instinct" of moths and butterflies, which do not live to see their offspring hatch from their eggs, and consequently can have no knowledge of their existence.

It is a common error to represent caterpillars as consciously altering their appearance to one which will make them less liable to the attacks of their foes, regardless of the fact that they cannot see either their own appearance, their foes, or the objects which they are said to make themselves resemble.

The sentimental view leads many teachers and writers to advocate "humanizing" the birds and animals, as well as the plants, without considering the fact that this gives them a character which does not belong to them, and makes such teaching that of falsehood, not of truth.

Qualities found in birds and beasts belong to them. If the same qualities are found in human beings also they form a bond of sympathy between the two, but they ought not to be called "human" qualities any more than "bird" qualities or "beast" qualities, since they are not exclusively human.

Qualities not belonging to the birds and beasts should never be attributed to them in nature study, because the study at once ceases to be that of the real bird or beast, and thus has no value.

Fairy tales would be just as much nature study as the study of these "humanized" plants and animals.

Apart from the uselessness of such "nature" study there is another danger in it. As the children grow older and learn more of the science of life, of evolution, and see more of the living creatures, they quickly feel the untruth of the "humanized" versions which have been given them in place of the real creatures, and learn to doubt and suspect their teachers' knowledge and honesty.

The Collecting Mania.

Another danger is that of fostering a desire for collections instead of stimulating a love of knowledge and observation of the habits and characters of the living

creatures. Desire of possession is very strong in most children, and fostering this in a class which will collect birds' eggs or butterflies will go far towards reducing the numbers of the living creatures.

The nature study whose end is collections is of little value.

One more danger should be avoided: that of representing all the creatures as intended for the use or pleasure of mankind.

It is customary to arouse a child's interest in bees by telling that "the bees make sweet honey for us." This is absolutely untrue. We take the honey which the bees make when we can, but they make it for their own use, not for ours, and would continue to make it if all mankind were swept off the face of the earth.

Man's superior power enables him to make use of the lower animals and to profit by their labor and habits, but this is not with any intention on the part of the animals, and is often much against their will.

The only recognition of the fact that each species of animal lives and works for the good of itself and its kind without reference to man, which I remember seeing in any popular form occurs in the following verses by Miss Edith Thomas, a close observer of nature:

"They say," said the wren to the thrush,— "And I know for I build at their eaves,

— They say every song that we sing, on the wing or hid in the leaves

Is sung for their pleasure—

And you know 'tis for Love and ourselves that we sing!"

"Did they say," said the thrush to the wren—"I'm out of their circle, I own,

— Did they say that the songs they sing are not for themselves alone,

But to give us pleasure?"

"Why, no," said the wren, "they said no such thing!"

Of course man has had a very marked effect on the animals and plants, and has improved many of them by cultivation, but while this is granted and even emphasized, it should be made clear that it is because he has the superior brain power, which enables him to make use of them, not because the lower creatures exist for his use or pleasure.

Absolute truth and honesty are essential to successful nature study, and will ward off most of the dangers in its path.

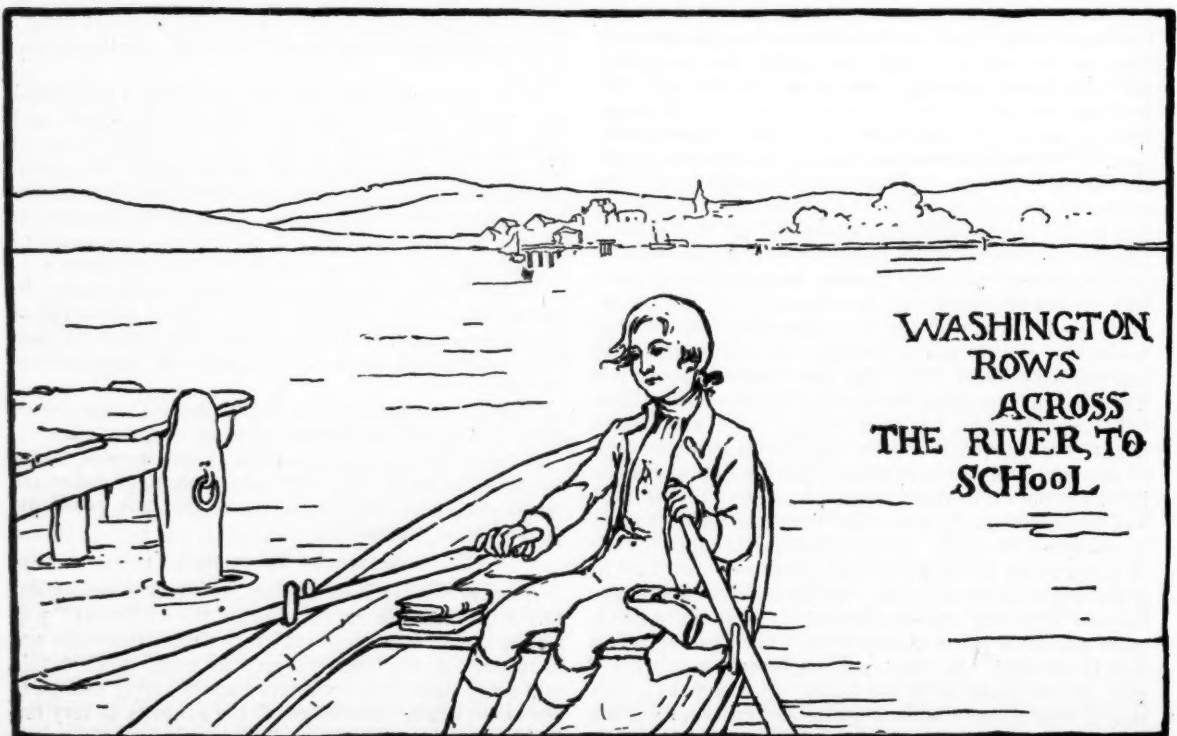


Illustration for Blackboard Drawing.

Letters.

President Garfield as a Student.

The following brief extract from a discourse on President Garfield, delivered in 1882 by the Rev. Mark Hopkins, D.D., for many years president of Williams college, Garfield's *alma mater*, contains much food for thought. In these days, when the critic is abroad, it is well that the responsibility should be placed where it belongs. Happy the lot of those students who have been well trained, not only at home, but thruout their years of preparatory school work. Happy those teachers who are successful in securing that full co-operation of their pupils of which Dr. Hopkins speaks. The italics are those of Dr. Hopkins :

"General Garfield gave himself to study with a zest and delight wholly unknown to those who find in it a routine. *He pursued of his own accord the ends proposed by the Institution.* Give us students who will do that and it is all we ask. To teach a class of such young men would be a joy. Full co-operation thruout between teachers and students is the one thing needed for the best results of a college. For this nothing can be a substitute. But this cannot be unless the students have been well trained at home. The family, not the school or the college, is the seed-plot of society. If the students sent us are indifferent or averse to study ; if they are of the calibre and taste to do hereditary tricks, and perpetuate hereditary annoyances ; if they tend to mischief or dissipation and vice, or even to distinction in inter-collegiate games rather than in collegiate studies, they may be advised to leave college ; or patience and hope may tide them over the four years, but the ends proposed by the founders and benefactors of our colleges, and sought by their trustees and teachers, will not be reached."

Glen Cove, Long Island. JAMES A. COOLEY, M. D.

Reminiscences.

Since the year 1859 I have been connected with school work in some capacity, with the exception of intervals aggregating about seven years. My earlier experience was as a teacher and later as an official of some kind. During these years I have witnessed a gradual growth of our school system. Prior to the date above I was a student with intervals of teaching, my teaching being in accordance with the times for the purpose of earning something to help me along in my school work. I remember well how the boys in the academy used to plan for a school in some rural district, during the winter, where the teacher was his own janitor, and often walked a mile or more to his boarding place even when he was fortunate enough to obtain a district where the "School Master" was not required to board around. The pittance received for services used to go a great way towards paying expenses when we returned to the academy and boarded ourselves, hiring a room with a cookstove in it for this purpose. We were economical ; we had to be to make both ends meet, and not much meat at that.

I remember one of my schoolmates disclosing to me a discovery he had made in economy in his living and generously told it to me that I might have the advantages therefrom. He said : "How much milk do you buy each day ?" I told him, when he informed me he had only half the amount. I asked how he got along with so little. He said : "When I break the bread in my milk, I do not take up a whole spoonful, as you do, and eat it, but I take my spoon, dip up some bread and let it drain on the side of the bowl before eating, and this saves about half of the milk ; and when I have boiled rice, which does not soak up the milk as much as bread, I can save even more." My circumstances were not such that I had to adopt his plan, but I never eat bread and milk now without thinking of that plan for economy. Those who had to get an education in such ways, I think, appreciated it more than some do these days who have every facility to obtain it. Such requirements were schools of themselves ; they stimulated thought and developed men who

could grapple with subjects of importance and solve ways and means to overcome difficulties. The efforts required and our circumstances left no time or means for cigarettes and cigars.

A few years ago I visited one of my old schoolmates who had developed into a doctor of divinity and was filling a pulpit in one of our large cities, and, referring to the old days, he said : "When I think how anxious my father was that we three children should have an education, and the little farm he owned from which all our expenses had to come, I think he must have been a wonderful financier ; and, as I look back to how he must have worked and toiled for us in those days my heart goes out to him with a filial reverence I cannot describe. I wish he had lived till I could have shown him how I love and honor him." The salary the doctor was then receiving would pay for that old farm and all it produces every year.

Education didn't lie around loose in every hamlet in those old days ; no coaxing and compelling boys and girls to pick it up almost without cost or effort. We were not provided as children of the present day are, but we did the best we could with what we had, and we feel we were the pioneers who built up the system they now enjoy. To you who are teachers we would say, the system has not yet reached perfection and we urge you to think of your work and keep thinking, and when a new idea comes to you, nurse it, experiment with it, bring it up before your teachers' association and institutes, advantages we did not have, and let your fellow teachers discuss it. No matter if they do not agree with you, if you are right there will be some who will come to your support, while if you are wrong the sooner you are set right the better. You are engaged in a noble work, developing minds for time and eternity. At the same time it is, in some respects, a dangerous work. Dangerous, because under compulsory education laws, if the moral natures of those under your care are not properly developed you may turn out into the world powers unrestrained which may be a curse.

Education, so far as mental discipline is concerned, does not necessarily make men better. It simply makes them more powerful and changes the class of crimes to which they may turn, if so disposed. The moral nature, like the rudder to the ship, is what keeps one on the right course in life. Never mind the religious so far as sect is concerned, that is outside of your work, but do not ignore the best to be found in all sects. We want men of honor and integrity, whatever their sect, as well as men of education. The poet has expressed our needs in the following lines :

"God give us men ! A time like this demands
Strong minds, great hearts, true faith and hands ;
Men whom the lust of lucre does not kill,
Men whom the spoils of office cannot buy ;
Men who possess opinions and a will,
Men who have honor, men who will not lie."

Let your schools develop such men and your whole duty will be done.

DAN S. GIFFIN.

Hewletton, N. Y.

A Joint Map.

We have been studying the Southern states recently and, of course, drew them singly and together. Afterward I allowed the pupils to draw one state each on colored paper and cut around the boundary lines. Then I formed the group by mounting them on cardboard. The states were drawn on the same scale.

One of my girls made a map of North America in silk. She drew the map on white silk, indicating the rivers, mountains, cities, etc., which she outlined afterward in machine stitching. It is really a very beautiful piece of work, and is much admired. I made it up into a banner to hang in the school-room.

G. B. F.

Massachusetts.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING FEBRUARY 16, 1901.

Dr. Poland is Chosen.

The unanimous election of Dr. Addison B. Poland as superintendent of the schools of Newark will give universal satisfaction. The Newark school board has once more put itself on record as governed by what is best for the promotion of the great interests entrusted to it. Tremendous pressure was brought to bear to force the members to give their support to local candidates, but the majority wisely concluded to try no experiments of doubtful outcome for the schools, for the sake of conciliating the clamorous for recognition of home talent.

Principal Kennedy might perhaps have made a satisfactory superintendent; he has done good work as a principal and is held in high esteem by his confreres and the community. But the superintendency of a city as large as Newark, and with so peculiar a school organization, demands developed qualities of generalship such as only actual experience in this special field can produce. A large insurance company would not dare to advance the manager of a branch office to the presidency of the whole organization without putting his qualifications to a severe test. As a simple business proposition it would be unwise to elect a principal who has shown no special fitness for the administrative, directive, and supervisory work of a large city school system.

But there ought to be something done at once to afford principals a chance to rise to the highest position, and this can be done by the creation of the office of assistant superintendent. It is strange that Newark has not thought of this before. A city of its size and importance ought really to have two assistant superintendents. The principals should be asked by the board to recommend suitable candidates, and from these one or two should be elected for a term of three years or less. Newark has made a good beginning in conducting her educational affairs on a high plane. She cannot afford to stop there. The matter of expense is trifling. There are more than a dozen ways in which she could economize, any one of which, if adopted, would yield more than the few thousand dollars necessary for the salaries of two efficient superintendents.

Breadth Wanting.

Among the numerous anecdotes coming from China is one that shows the narrow circle that may be occupied by men with the best intentions. After Pekin was taken two foreigners found themselves together, and that both could speak English, and that both had been in the country for over ten years, yet unacquainted because one belonged to one denomination and one to another. Now, by the accident of war being brought together, they began to speak of their experiences in converting the Chinese. It required but a short time to see that they had given but little effort to produce in the Celestial mind the great general ideal of Christianity; each had been busy with labor to produce the type necessary to constitute him a Presbyterian, a Catholic, or a Baptist.

The conversation led to a frank admission that a large part of their labor was thrown away, and, further, that this must be so and would continue to be so because of

the preconceived ideas of Christianity with which they entered China. "If," said one, "we could only admit that a Christian is the highest type of man of which we can conceive and all labor to that end we could have accomplished a great deal more, to say nothing of the effect in the minds of these people. We now try to narrow their thinking instead of broadening it."

The reading of this anecdote leads to an application of the general underlying truth to education. The teacher enters the school-room determined to crowd into the pupil's mind certain facts as that Columbus discovered America in 1492, and that the product of the dividend and inverted divisor gives the quotient. He succeeds in this, but what is the result? He, like the missionary, must aim at the highest type of manhood; he must not be satisfied with producing an accurate memorizer—and yet he too often is.

Want of perspective or breadth is the fatal defect of the teacher; it comes from several sources. He begins his work almost as green as many of his pupils, knowing but little more than the oldest, and knowing that, not as real knowledge but as something found in a book. He continues for several years in that unformed state of mind dealing with children and learning no more, seeing no necessity for it, and, worse than that, feeling no necessity for it. He does not meet with his co-laborers and discuss the intricate problems that lie at the basis of his work, nor acquaint himself with the methods and processes employed by others. He does not attempt to enter into the common thought of the several hundred thousand who are occupied as he is by reading educational journals, but simply continues his processes year after year, aiming at individual results; or to make it plainer he neglects the vast fund of common ideas belonging to the great number who are doing a similar work.

Now and then a teacher of many years of experience is made to think about his work when he is told by a pupil that he forgets what subjects he studied, but does remember well some incident, some remark, some conversation and traces an influence from them upon his mode of thought; in other words declares that these things educated. He is possibly led to feel that the curse of the school-room is the grinding narrowness that is supposed to be education. Narrowness or attention to details is essential; great fortunes are made by saving pennies.

But the question of aim and motive in human conduct must be considered. If the child's mind was merely a solid thing, like a diamond, then steady holding it in one position until it was ground exactly to the required angle would be correct. But the old principle remains, the will is free; the forward movement must be made of choice or it is no forward movement. Thus education becomes a certain psychologic and ethical question and broadens out beyond one of mere memorizing which it seems to be to the beginner.

When an artist is painting he is seen frequently to rise and step back at some distance from his work and inspect it from that point of view. This is as needful to the teacher as to the artist. True, this boy can spell "plague" but what then? If that is all then time has been wasted. The sun of spring sets a process in operation that does not cease until the seed that was in the ground has sprung up and has brought forth some sixty and some a hundred fold. The teacher in a similar way must set a process in operation, nay, it is in operating that will employ this word "plague" as a force to increase its intensity.

We started with the good but narrow efforts employed to make Christians of the Chinese, and we see they are repeated in the school-rooms of the land. The real result needed is education; but the general judgment of the times being narrow, the supervision being narrow, and above all, the ideal of the teacher being individual and narrow the result is an accumulation of knowledge that resembles stilts that raise one out of the mud above his fellows but on which he cannot move with power and freedom.

Wanted a Teacher.

The directors of the Brooklyn Public Library have reduced to writing their ideas of the sort of man they wish to find as librarian, and the outline certainly describes the teacher as THE SCHOOL JOURNAL conceives him:

"He must be one who has had a thoro elementary, secondary and collegiate, or university training; one who has been able to get from his training thoro scholarship and a living interest in science, art, literature, and philosophy, as a means of educating and uplifting human society; who has a deep sympathy with the physical, intellectual, ethical, and religious needs of all social conditions, and who has breadth of vision and depth of conviction on important religious, social, scientific and philosophical questions.

"In addition to breadth of culture and positive character, he should have been trained for the special profession of librarian and should have had successful experience in library work, including a successful administration of the affairs of a library, either as chief librarian or as a trusted and valuable first assistant in a library of excellent standing.

"In addition to scholarship and professional training, he should have excellent executive ability, and be in the prime of life."

He must be more than a thoro scholar; he must have a living interest in scholarship as a means of uplifting human society. Here is the distinction between the lesson hearer and the teacher; one looks on the pupil as an absorbent of knowledge; the other as a being to be uplifted. If we ask the teachers in sympathy with the needs of their communities, what will be the answer? How many of the teachers exhibit this sympathy? This is a question of magnitude. We do hear of a "University Settlement," but not of a "School Settlement."

In short, would the teachers meet the requirements if a similar outline was fixed upon for them? And does it not require more ability to care for human beings than for books?

A Needed Step.

Everybody will admit that teachers need special preparation; this general perception finds its expression in our normal schools, and which have so steadily increased that it is only a question of time when every teacher will be required to have had instruction in a normal school. Let us suppose that this period has arrived; can the present machinery keep on in operation? At present no educational qualification is demanded of a large force of supervising officers in the state. There are some 12,000 districts with one or more trustees; there are 113 school commissioners, and finally there is the state superintendent of schools. The last two officials obtain their offices by political influences.

It is to this that continual objection must be made; not but that worthy men are often in these offices, but that their selection is based upon political grounds. Probably no abler man than Charles R. Skinner could be found to superintend the schools of the state, but the legislature considers as his supreme qualification his membership in the Republican party. A similar remark could be made of each of the school commissioners.

It is this that prevents the teacher from being a professional person. No matter how many normal schools there are, so long as the school system is managed first by one political party and then by the other so long will there be no profession of teaching. The effort for professional advancement begun about twenty years ago has reached its maximum; it was putting a new piece of cloth on an old rent.

It seems imperative that the supervision of the teaching as well as the preparation of the teacher should be in the hands of the normal schools, each to have a number of counties. The supervisors they would employ would also gather the teachers for instruction at convenient points. This would make supervisors of the present institute conductors. The school commissioners will have enough to do to see to the condition of the buildings, a matter which is now sadly neglected.

The normal school principals would meet and settle upon a uniform set of questions to be employed in their

districts. These should be such as would unify the school system; a third grade certificate should state the holder to be entitled to admission to the school; a second grade certificate to the second class; a first grade certificate to the third class. A plan like this, pressed forward by earnest supervisors, would induce many to attend the normal school; but these men would carry the normal school spirit into the schools and produce results now unattainable tho precious.

The body of teachers would then consist of (1) graduates of the normal schools; (2) of undergraduates (as shown by their certificates). *This last class could be put upon a course of study and reading that would result in their becoming graduates.* They would learn to look on the normal school as their pedagogical home—an important matter.

This plan could make a valuable use of the graduates of the schools. As it now stands the graduate sinks down into the ranks among those who have no professional knowledge, and his influence is lost. He should be made an active agent in elevating the general body. He should be set apart by the supervisors as a co-worker; both emanating from the normal school with the same ideas and the same spirit, a powerful impression could be made on the non-professional class.

This is, in outline, a plan to lay a foundation for creating a teacher's profession in this state. It simply proposes to put the whole work of determining those who are competent to teach upon one body of men. The state has already put upon twelve institutes the work of determining that some 1000 persons annually are competent to teach; this plan proposes that they shall have entire charge of that work.

Hazing at West Point.

We may now expect this execrable practice to cease. Why a young man who dedicates himself to a four years' course of study in an institution should be treated with indignity cannot be explained rationally. We say every newcomer should be treated as a convert is in a church; he has chosen the good part.

A bill has been introduced in Congress that provides that the superintendent of the academy shall suppress all challenge fighting and every form of hazing; that any cadet concerned in any way, closely or remotely, with hazing shall be dismissed; and that no cadet so dismissed shall be reappointed to the academy or ever be appointed in the army.

"I want to see the Bible placed in the public schools as a text-book," said Dr. Lyman Abbott in a recent Lowell institute lecture. "I do not believe in reading the Bible in school, for this is properly a function of the church, but in studying it as Shakespeare or Addison is studied. Our children ought to know it as literature."

Surely this is a reasonable proposition, but in view of the opposition that has been developed to the Sistine Madonna and other works of Christian art it is doubtful if the matter is practicable at present, in every American community.

It is not too soon to mention in the school-room that the total eclipse of the sun May 17, 1901, can be best observed in Sumatra. A party from the Lick observatory will sail from San Francisco on February 19 and establish a station at Padang. The expense of the expedition will be borne by Mr. W. H. Crocker, of San Francisco.

The recent radical changes in the Yale curriculum indicate how far the Connecticut university has departed from the ideals of the old-fashioned American college. Only in the freshman year will there be any required studies henceforth. Even the junior course in "psychology and mental and moral science" has been made elective so that it will no longer be the anathema of the college radicals and the sport of the college joke-smiths. The elective system has come to Yale to stay. Henceforth, as at Harvard, the scholarship man who must get fat avergaes, will chose his courses with reference to the

habits of marking among the professors; the men who are after general culture will be always on the lookout for new influences, new sources of inspiration; and the shirks will be in constant search of courses where the gentlemanly and inconspicuous *C* can be had in return for an over-night grind with one of the professors of the "Nolen's university."

Abram S. Hewitt, ex-mayor of New York city, lately said that during the Civil war he was sent on a confidential mission to Europe; that he heard the British government was going to recognize the confederacy; that he told Charles Francis Adams, our minister, who determined to call on the queen; that Mr. Adams went to Windsor, saw the queen in the presence of Prince Albert, told her why he had come and said to her: "If there is any foundation for this information which I have received I appeal to your Majesty to prevent so great a wrong and an action which will result in universal war, for I can assure your Majesty that the American people are prepared to fight the whole world rather than give up the Union." He said that the queen in the most gracious manner replied: "Mr. Adams, give yourself no concern. My government will not recognize the confederacy."

Sir Harry Johnston, of the Uganda Protectorate, recently restored to their homes a number of pigmies who had been kidnapped with a view to sending them to the Paris Exposition. They gave him the privilege of making many photographs of them and of their dances, implements, and dwellings. He found their intelligence, as a rule, to be well developed, and tho they are often very ape-like in appearance, they are usually of a winning and a cheerful disposition, and their dances are so frolicsome and gay as to distinguish them in that respect from the average negroes.

Habitual cigarette smokers are to be barred out of all positions in the operating department of the New York, New Haven, and Hartford Road. Railroadng is so serious a business that a company can take no chances with men who have disabling habits. Cigarette smoking is found to lead directly to color blindness.

Writing of the "City of the Future," Prof. Charles Zueblin, of the University of Chicago, says that the public school buildings are destined to be among the chief architectural adornments of American cities. They will be located in the midst of lawns and trees, with provision for playgrounds, swimming, and bathing facilities. The curriculum is going to include, in addition to literary and scientific subjects, the kindergarten, manual training, technical and art instruction, trade and professional preparation. There will be weekly excursions, a daily luncheon, gymnastics, libraries and laboratories, workshops and playrooms, free lectures for adults, assembly halls for education and recreation, and special provisions for defective children. The school will thus be the great communal center.

During 1890 the exports of our manufactures of iron and steel were \$27,000,000; in 1899 they were over \$100,000,000; in 1900 they were over \$129,000,000. We send out a vast number of sewing machines, typewriters, and electrical instruments (telephones, etc.). It is quite remarkable that of these latter we send to England and France \$1,000,000 worth each; to Germany \$500,000 worth. England and Germany took of sewing machines \$1,000,000 worth each. We send out \$10,000,000 worth of builder's hardware, one-fifth going to England. We send out \$10,000,000 worth of steel rails.

The new public library building in New York is to be built of white marble. This means an additional cost of \$400,000, which in such a case may fairly be called an economy rather than an extravagance. The total outlay for the library is estimated at \$3,390,000.

Regarding the mission of manual training Prof. Felix Adler says: "Twenty-five years ago we fought to keep

this people a united nation. Then was state arrayed against state. To-day class is beginning to be arrayed against class. The chief source of danger lies in this, that the two classes of society have become so widely separated by difference of interests and pursuits that they no longer understand each other, and misunderstanding is the fruitful mother-source of hatred and dissension. This must not continue. The manual laborer must have time for intellectual improvement. The intellectual classes, on the other hand, must learn manual labor; and this they can best do in early youth, in school, before the differentiation of pursuits has yet begun."

Is teaching a great work? It is the remark of that noble writer, James Lane Allen, that "A great work requires a great preparation." Is it not one of the weak points in our system of education that we feel that anybody can teach if he has a certain amount of knowledge? And even normal schools are too apt to measure up their graduates by a knowledge tape line. Knowledge does count. It does have an effect on the character of the teacher. But what is the man's aim? If he has a noble aim he will make a great preparation. Does the teacher esteem his work as a great work? Many a man has left the school-room and felt the tides of business and sighed to think he was not transacting something greater than teaching. But is there anything greater?

A school furniture bill somewhat similar to that of last year's session is said to be in preparation for the New York legislature. Its main object will be to permit school authorities to purchase school furniture other than that manufactured in the state prisons. It will be remembered that the measure proposed last spring passed both houses and failed to become a law on account of Governor Roosevelt's veto.

The government of Argentina has appointed a special commission headed by Dr. Zubiaur, a well-known educator, to visit the United States and study our school system. The feeling is said to be strong in Argentina that the country ought to adopt North American ideas of education.

The second term of office for Dr. Nathan C. Schaeffer, state superintendent of Pennsylvania, is about to expire and the question of his reappointment is exciting interest over in the Keystone state. The Educational Club, which includes most of the educational leaders of the state, has resolved "that the appointment of Dr. Schaeffer for a third term would retain for the commonwealth a faithful and efficient servant, and a man of national reputation in educational affairs. His thoro preparation for educational leadership, his inspiring personality, together with his unflinching tact and judgment, have made him a power in the life of this commonwealth. He has taught thousands of our teachers; he has directed their efforts along the most wholesome and useful lines; he has counseled them in their problems and advised them in their difficulties; in the details of his official work he has never been found wanting."

Dr. Schaeffer was appointed by Gov. Pattison and reappointed by Gov. Hastings. It would certainly seem that whatever political influences may be working at Harrisburg to use the public school system for political ends, Gov. Stone cannot do anything else than reappoint a man who is so admirably suited to the present educational needs of his state.

Don't think less of your system than you do of your house. Give it a thorough cleansing, too. Take Hood's Sarsaparilla.

THE SCHOOL JOURNAL

Established 1870, published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year, and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 41 E. Ninth Street, New York

Educational Outlook.

Normal School Bills Galore.

TRENTON, N. J.—Three more bills for the establishment of a state normal school have been introduced into the legislature. One provides for a school at Englewood; another, introduced by Senator Cross, favors Summit; a third provides for a school in Essex county without naming the special location. All these bills are intended, it is believed, to confuse the legislature and make an agreement upon any site impossible.

Speaking of the question editorially the Newark *Call* says that the location of a state normal school in Newark would make it available for the daily attendance of the young men and women of half the population of New Jersey from their own homes. The normal school ought not to be situated where it can be useful only as a free boarding-school. If the state wants to be liberal let it settle the institution in Newark and pay the trolley fares of the students.

For Free High School Tuition.

JEFFERSON CITY, MO.—All pupils of the public schools in Missouri will be entitled to free tuition at a high school if Representative J. N. Farley's bill passes the legislature. The measure is designed to bridge over the gap that now exists between the college course and the common school. It provides that children under twenty years of age living in districts in which there are no high schools, and having completed the common school course of study as prescribed by constituted authority, shall be entitled to attend any public school in the county in which the higher branches are taught upon presentation of a proper certificate signed by the county superintendent or county commissioner.

A Baltimore Teacher Convicted by a Jury.

Miss Frances Caspari, a principal in one of the public schools of Baltimore, was convicted of obtaining money under false pretences. An appeal being taken she was released on \$4,000 bail. For a number of years, while with a large Unitarian church in Baltimore, she secured from many of the members money for investment. On the witness stand she said she represented the Leaflet Association, of New York. She acknowledged having received more than \$80,000 from investors, the majority of whom are women. One woman gave her \$10,000, another \$4,000, and still another \$3,500.

The specific charge upon which Miss Caspari was convicted was obtaining \$300 from Mrs. Bertha A. Greer. She acknowledged receiving the money, insisted that the investment was made in good faith, but refused absolutely to tell to whom she paid the money.

An Iowa College Under Quarantine.

The professors and students of Ellsworth college at Iowa Falls are not allowed to mingle with the town people because of the sickness of a student. There is considerable excitement but a general feeling that sanitary measures will control the case.

Supt. Gilbert in His New Field.

ROCHESTER, N. Y.—The new superintendent has arrived at Rochester, has been introduced to all the local school people, and is now about to make a thoro and comprehensive study of the present status of the system. His plans for re-organization, if any have as yet been developed, are not divulged. The impression made by Mr. Gilbert is remarkably favorable and there seems to be no doubt that he will become at once an active and influential factor in the life of the city.

For Sanitary School-Houses.

INDIANAPOLIS, IND.—The state board of health has drafted a bill regulating the sanitary principles which must enter into the construction of school-houses. This measure will come before the legislature in a short time.

Some of the provisions will be as follows:

1. All building sites shall be perfectly dry, being made so by efficient drainage.
2. No noise-making industry or unsanitary conditions shall be permitted within 1,000 feet of any school-house.
3. Ventilating shafts shall be provided which will change the air in the school-rooms every twenty minutes. A heating appliance which will maintain a temperature of 72 degrees in zero weather must also be provided.
4. The open water bucket and tin dippers are to be done away with. Experience has shown that the water left in drinking buckets is frequently charged with diphtheria pus and other germs.
5. If for any cause the temperature of a school-room falls below sixty degrees, the teacher shall dismiss the school. She shall at any time send home any pupil who is perceptibly ill.
6. The plans and specifications of every school building about to be erected must be submitted to the state superintendent of public instruction and by him passed upon as to

sanitary regulations; and the contract for any school building which has not been so approved shall be declared void.

In regard to this bill State Supt. Jones says that sanitary school-houses cost only from three to five per cent. more than the disease-producing box school-house.

Four New Manual Training Schools.

BALTIMORE, MD.—New manual training schools for the pupils of the seventh and eighth grades will be opened next September. There will be four of these, situated in the northern, southern, eastern, and western parts of the city. Each manual training school will be a center for a certain number of schools surrounding it. The pupils from these schools will attend the manual training schools for certain periods—probably each set of pupils to get two hours' instruction weekly. There will be twenty-four pupils in a set. These proposed manual training schools will not interfere with the Polytechnic institute.

Current Events Teaching.

ALTON, ILL.—All the schools are going in for study of current events. Pupils are required to read the daily papers and to be able to tell what is going on. A definite time is set aside every day for this work. The method of instruction is this. One pupil is selected to go to the blackboard and write upon it the headlines of certain newspaper articles. The other pupils then tell the news as it impressed them. Opportunity is given them for discussion. This training, says a local newspaper, keeps both pupils and teachers "posted" [Why not "informed;" only ledgers are "posted"?] as to the happenings of the world.

Chicago Notes.

One of the recent Chicago sensations is the charge made by Rev. R. A. White, a Universalist clergyman, speaking before the citizens' educational committee of the Civic Federation, that there are among the school principals several habitual drunkards. A number of teachers who were present substantiated the general charge but refused to mention any names. Thereupon Father E. D. Kelly, of the Holy Family Roman Catholic church, declared: "If this minister really knows a principal in a Chicago school who is habitually a drunkard and has not had him removed, he is *particeps criminis*. Give me his name and I will get him out in a week."

"But you can't do it," answered a chorus of voices. And that seemed to be the prevailing sentiment.

Mayor Harrison and the board of education are interesting themselves in a crusade against the small shops in the neighborhood of school-houses which deal in "gumbacco" and other deleterious delicacies. The penny-in-the-slot machines are also marked for disapproval since, tho they give some equivalent for the money expended on them, they incite children to play the more speculative machines that have a lottery element. The police have reported on the names of a number of shopkeepers and warnings have been issued.

Schools as Social Centers.

Extension of the usefulness of the school-house was the topic of discussion at a recent meeting of the Merchants' club. Dr. Frank Gunsaulus and Father T. E. Sherman presented features of present social conditions which indicate the need of making the common schools the center of social and educational activity in the community.

Dr. Gunsaulus treated the subject in a broad, general way, showing the good that would come from the meeting of all classes upon a plane of educational endeavor. The social problem of the future is the political problem and *vice versa*. The best ideas should not be carried to the educated classes alone, but the uneducated should, so far as is humanly possible, be trained up to receive the best ideas. Nowhere can grown men and women more profitably free themselves and find themselves than in the school-house. The school has an ancestry of great nobility. It is a temple of freedom. It fought the revolution and freed the slave. Men may object to keeping open the school-house door day and night, for it means an addition to their tax-bills; yet when they see the economic results they will understand that the investment of money was wise.

Democracy is in the air. Truth, justice, and liberty are democratic, and everything tends to show that democracy will, in the end, strangle both anarchy and socialism, having first taken from each whatever it had of good.

Father Sherman, as a worker in the Ghetto, called attention to specific evils which the opening of the school-houses to adults would help to counteract. His own parish is situated in the midst of 20,000 Polish and Russian Jews. The children of these people are to a certain extent already provided for; what they get in the schools is not all they need, but it is something. Their parents are absolutely neglected by the educational people. Made citizens before they should be, they are a menace to society. Social conditions among them are so frightful that even those who do mission work among them never know the half of the horrors of their existence. Their places of meeting are the three hundred saloons which infest the neighborhood. Open up the school-houses as meeting places, and you will do the greatest good that was ever accomplished in Chicago.

In and Around New York City.

During an alarm of fire at public school No. 82 in East 11th street, Louis Davis, twelve years old, who was not a pupil of the school, rushed into the building and rescued a little cripple friend who was likely to be trampled under foot by his panic-stricken fellows. His appearance and self-possession did a great deal to check the bewilderment and excitement of his comrades. The fire was in itself of no consequence—just a flare-up in a paper bin; but it nearly developed a disastrous stampede.

Three vacancies in the school board of Queens borough have been filled by Mayor Van Wyck. Commissioner George Maure, of Richmond Hill, and John S. Power, of Woodside, whose terms expired January 1, were reappointed and Jacob A. Applegate was named to fill the place left vacant by Commissioner Henry Roth, of Flushing.

The announcement of the school of languages of the Martha's Vineyard summer institute has been issued. The instructors will be Sigmon M. Stern, German; Baptiste Meras, French; and Gustav Langheld, Latin and Greek, all of Stern's school of languages, this city.

The aldermen have voted to concur in a resolution of the board of estimate on requisition of the department of education authorizing a bond issue of \$302,640 for the commercial high school.

The association of graduates of the Temple Grove seminary of Saratoga had a luncheon which was presided over by the president of the association, Miss Sophie L. Meserole. Dr. Dowd, for thirty years principal of the seminary, addressed words of welcome.

Mrs. May Dennis Williamson spoke concerning a new era and held the attention of her audience. Miss Helen W. North, the new principal of the seminary, spoke of "Pictures that Hang on Memory's Wall." Such meetings cannot but keep alive memories of the past.

Senator Elsberg's Bill.

Senator N. A. Elsberg has sprung his bill upon the legislature. The principal points are these:

The Davis law is not repealed. Its salary clause, however, is re-drafted in the interest of simplification. The board of education is to have power to make salary schedules which shall provide for annual increments of salary between certain minima and maxima fixed by the legislature. Special classes of teachers are to a large extent omitted, since the board of education ought to deal with them directly.

The four-mill provision is retained, but is amended in such a way that in case the four-mill tax shall exceed the expenditures and ascertained liabilities chargeable to the fund during any one year, the excess shall be credited on the amount to be raised by tax for the next year.

The appropriation of five per cent. of the excise moneys is retained.

Teachers are not prohibited from joining associations. There are to be no separate schools for colored people.

An Objection to the Davis Law.

Mr. William R. Willcox, who has the reputation of being an authority on taxation questions, recently stated his objections to the Davis law in an address to the New York Republican club. Its chief defect is that under the law there is no connection between the amount appropriated from year to year for teachers' salaries and the amount actually needed to pay those salaries at the figures fixed by law.

A tax of four mills upon every dollar's worth of taxable property is imposed by the Davis law. In 1900 the revenue from this source was greater by \$4,000,000 than in the preceding year while the additional salaries amounted to only about \$2,000,000. It happened that there were some large items for back salaries to be settled so that the surplus was reduced to about \$200,000, but things will not always come out thus. It is unscientific taxation and bad economy to raise more money than is actually needed. And it must further be remembered that an opposite trouble is likely at any time to ensue. If the assessors should reduce the valuations thruout the city, there would be a deficit in the school accounts.

If the principles of the Davis law were carried to their logical conclusion, each city department would have to receive a certain definite percentage of the total assessments without regard to the needs of the department. The only logical way to levy taxes is to find out beforehand how much money is wanted in each department, add the figures together, divide this sum total by the assessed valuation and thus determine a tax rate.

Senator Andette's Bill.

Decentralization is the theme of the school bill introduced by Senator Andette, of Brooklyn. He wants to give the borough school boards about the same powers they had before the consolidation took place. Its has been, says the senator, the universal plan in this country since the foundation of the government to put school affairs under the control of boards elected or appointed from among the citizens in the vicinity where the school board is situated; they are to serve without

pay solely by reason of their interest in their own children and in the children of their neighbors.

The specific provisions of the Andette bill are as follows:

1. The various borough school boards shall be retained in office.

2. Absolute control is restored to the respective school boards, subject of course to the provisions of the state law, over all matters pertaining to the schools in their respective sections. These boards are to appoint all teachers and other employes.

3. The central board of education, comprised as at present, is to be retained.

4. A city superintendent, appointed by the central board, is to supervise and visit the schools.

5. The board of examiners, now consisting of the city superintendent and four examiners appointed by him, is abolished and in its place is substituted a board of examiners nominated from the civil service list by the state superintendent of public instruction and confirmed by the central board of education.

6. Principals and teachers are to be appointed by the borough boards from an eligible list consisting of those licensed by the board of examiners and those holding college graduate and normal school licenses from the state superintendent of public instruction.

7. Each borough board is to make direct request before the board of estimate and apportionment regarding the moneys it needs.

8. Teachers' salaries are to remain as now fixed by the Davis law which is amended only in the particular that the minimum of teachers' salaries remains as fixed by the law, while the "minimum-maximum" is made the maximum.

How to Teach Reading.

Mr. Gustave Straubenmuller, associate superintendent of schools, was the leading speaker at the meeting of the Society for the Study of Practical School-Room Problems, Feb. 8. His paper on "The Teaching of Primary Reading" was interesting as a statement of present opinion and practice in New York city.

In the New York course of study, Mr. Straubenmuller said, no particular method of teaching reading is advocated. The course is elastic and allows discretion to the principal and teachers. Particularly should the first year admit of considerable freedom for spontaneity and individuality.

Some good suggestions derived from actual class-room practice, are these:

For the first two months of the first year many of the teachers make a vocabulary of fifty familiar words of which twenty-five are the names of objects, seven or eight are verbs, and the rest are adjectives. This list is not prescribed, nor should such a list be rigidly worked out from a central office, for class differs from class in its capacity.

The twenty-five or so objects in the list should all be at hand. If dog is among them the teacher should have a toy dog to hold up to the class when presenting such sentences as "I see a dog," "A dog can run." The object should be described at some length,—anecdotes told by the teacher and pupils. After interest in the animal has been aroused the teacher may say to the class, "Now the chalk has a way of telling us the name of this creature." The word is written on the board and the usual drill methods followed for impressing it. Other words are presented in the same way until the entire list has been mastered.

Charts or primers are better not used for the first few months. Sentences should be the outgrowth of conversation lessons. The words *a* and *the* should not be taught as separate words, for if they are the habit of mispronouncing them will inevitably be established. Nor should children be allowed to read the words of a sentence separately. A pointer should therefore never be employed in the reading of blackboard sentences. Let the children look at a given sentence until they are ready to read it without hesitation. Then ask some one to volunteer. If he shows a sign of hesitancy, stop him short, and make him look at it again. Continue this until the child is ready to read the sentence straight thru from beginning to end. In this way silent reading begins early in the course; it should be continued all the way thru.

In any other case except this of hesitancy the child should be allowed to continue his sentence, not being corrected until he has finished.

A very good device that Mr. Straubenmuller has noted in one of the schools is to set aside a portion of the blackboard for a "savings bank." In it are written all the words as they are learned. In this way the children can always see what balance they have in the bank.

What has been described so far is a combination of some of the well-known methods of instruction. In every class the time comes after a little start has already been made when the "Phonic" method must be used. Ask the children to watch carefully and tell you what word you wish to say to them. Then give the sounds of the word but not the word itself. The children will find this great fun and will learn much from it. After that there may be exercises for combination in which a middle sound like "a" or "an" is placed in the center of a circle on the circumference of which are placed other sounds or the symbols of other sounds with which the children have become familiar. Then the words may be built up from their

sounds, tho it may be seen that the first step was, as it should be, analytic.

All expression depends upon preparation. The silent reading of the selection before a single word is read aloud should be an important part of every reading lesson. The standard of expression in the reading of a class will never be very high unless the children hear better reading than their own. In other words the teacher ought to read to her class, not in a perfunctory way but after real preparation.

Mr. Straubenmuller believes that even in the primary grades considerable attention should be paid to the common errors of enunciation and pronunciation which the children bring from their homes. Charts should be prepared which will contain all the more important of these errors; a few types that were specially mentioned are:

- I. The omission of the final "g."
- II. The mispronunciation of the final "ing."
- III. The omission of sounds at the end of words that resemble the initial sound of the next word: "This shrub," etc.
- IV. The introduction of letters or syllables where they really are not present.
- V. In New York we have the ever-present "r" at the ends of words where there is an open vowel sound.
- VI. Certain sounds are omitted altogether, as the "r" after the "u" sound in words like girl, bird, burn, earth, world, etc.
- VII. Sounds and combinations of sounds that are a trial to the foreigner.

Teachers Criticised.

Some teachers in their enthusiasm for the retention of the Davis' law have got themselves into unpopularity. A great many complaints have been made of teachers who have given their pupils little cards addressed to the senator and assemblyman of their district requesting them to secure their parents' signature. Pres. O'Brien, of the board of education, has issued an informal warning that the school children must not be dragged into politics in any such fashion.

Wants Principals to Appoint Teachers.

Borough Supt. of Schools Edward G. Ward at the February meeting of the Brooklyn school board urged his ideas in regard to the appointment of teachers, and asked for support in advocating his plan to the legislative authorities. In the bill about to be introduced by Commissioner Waldo, a teacher must be appointed from the three highest names on the eligible list. Mr. Ward objects to this feature. He would have the teacher appointed from any place on the entire list, such teacher to be appointed by the principal of the school to which she is to be assigned. This would put upon the principal the responsibility of getting the kind of teachers that can work best in accordance with his ideas.

A Reduced Bond Issue.

The board of education had asked for \$14,031,325 for new school-houses and sites. They actually got, from the board of estimate, a bond issue of \$3,500,000. That does not mean that they will not secure what they want in time; the board of estimate, in making the cut, simply asserted the principle of distributing expenditures over a term of years.

As the controller expressed it, that \$14,000,000 was not for one year. It was for some years to come. They can handle the situation very nicely on \$3,500,000 a year. This is a much higher rate of disbursement than we have averaged during the past ten years.

A bond issue for \$250,000 for a high school in Richmond borough was authorized.

In Aid of Lincoln Memorial University.

A great Lincoln day celebration in the interest of the Lincoln Memorial university at Cumberland Gap, Tenn., was held at Carnegie Hall, Feb. 11. Tributes were paid to the memory of Lincoln by Mark Twain and Henry Watterson, both ex-Confederates. Mr. Clemens revealed some secrets of the Confederacy which for remarkable reasons was never divulged until this late date, and Mr. Watterson, in his most eloquent vein, eulogized Lincoln as the truest friend the South had in the dark days of the war.

A very large audience was present at the exercises. The proceeds of the celebration will be used to build a girls' dormitory at the Lincoln Memorial university. The university, which is for the common and academic education of white boys and girls in the mountain district of Tennessee, is able to accommodate only about 300 pupils, altho many more are striving to secure admission. It now has seven buildings on a farm of 600 acres, valued at \$200,000.

Burton Holmes' Lectures.

Few who have attended the illustrated lectures of Mr. Burton Holmes or his predecessor, Mr. Stoddard, can appreciate the difficulty encountered by these gentlemen in the preparation of three or more absolutely new lectures each successive season. Few go to the expense of visiting the country of which they lecture, but both of these gentlemen have personally visited every land about which they lecture. Mr. Holmes' first lecture this season is entitled "The Edge of China; Hong Kong, Macao, and Canton." These cities were visited by him last year *en route* to Manila, and the recent Chinese outbreaks make it a most interesting topic. His second lecture is

"Moki Land, Pueblos of the snake-dancers." "The Paris Exposition," forms the subject of his third lecture; the fourth is "The Wonders of Thessaly, the Vale of Tempe and the Monasteries in the Air." "Oberammergau in 1900, the Place, the People, and their Play," closes the series. Mr. Holmes surrounds his subjects with extraordinary interest. His lectures are highly educational and most pleasing to the eye; are illustrated by finely colored views and a liberal number of excellent motion pictures.

A Bill for Military Training.

Assemblyman Frank Price, of Brooklyn, has a bill, the details of which were prepared by Gen. G. W. Wingate, providing that military instruction be given in the public schools of cities of the first and second class. This bill will be introduced into the legislature within a few days. It provides that the instruction shall be supervised by officers or non-commissioned officers of the army who may be detailed to such service. Secretary of War Root has considered and approved the plan.

Educational Meetings.

Feb. 21-23.—Eastern Art Teachers' Association, New York.

Feb. 26-28.—Department of Superintendence, N. E. A., Chicago. President, L. D. Harvey, Madison, Wis.; Secretary, F. B. Cooper, Salt Lake City, Utah.

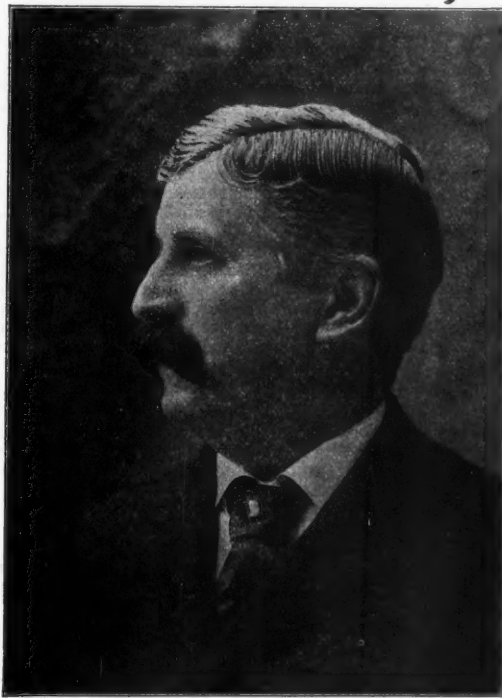
April 4-6.—Northern Indiana Teachers' Association, Anderson.

June 27-29.—Eastern Manual Training Association, Buffalo.

July 1-2-3.—New York State Teachers' Association, Buffalo. President, John T. Nicholson, 402 Pleasant Ave., New York city.; Secretary, R. A. Searing, 478 Alexandria St., Rochester, N. Y.

July 5-9.—American Institute of Instruction, Saratoga. President, Mason S. Stone, Morrisville, Vermont.

July 8-12.—National Educational Association, Detroit. President, Dr. J. M. Green, Trenton, N. J.; Permanent Secretary, Irwin Shepard, Winona, Minn.



HON. CHARLES R. SKINNER,

who was, on Feb. 13, re-elected State Superintendent of Public Instruction for New York State by the senate and assembly in joint session. The whole number of votes cast was 180, of which Superintendent Skinner received 128. Dr. Skinner was first elected to the position April 7, 1895.

Graduation Exercises Abolished in Chicago.

The principals and teachers of the Chicago high schools have declared themselves in favor of abolishing formal exercises on graduation days. At their meeting Feb. 1 they passed a resolution of sympathy and support to Assistant Supt. Nightingale in his efforts to have the present graduation exercises done away with. Mr. Nightingale's objection to these exercises is that they are attended with needless expense, often causing suffering and sacrifice among the parents of children; that the exercises tend to make the graduates conceited, and that the addresses delivered to them on these occasions, tho well-meant, do more harm than good.

Dr. Nightingale's suggestions were adopted Feb. 2 by the school management committee of the board of education.

New England Notes.

It cost the Public School Association \$8,089.73 to elect five members of the school committee at the recent municipal election. This is more than twice the amount spent by the Republican and Democratic parties to elect all the members of the common council, the board of aldermen, and the street commissioner.

PROVIDENCE, R. I.—A very sad case was the death of two young women. Miss Mary J. O'Connor and Miss Jennie B. Mykins, both of whom had just received appointments to teach in Providence schools, after months of waiting. The appointments were made Jan. 18, and each of the new teachers fell a victim to the grip a few days later.

NASHUA, N. H.—The school board has voted to raise the salary of Supt. J. H. Fassett from \$1600 to \$1800. Mr. Fassett is a big enough man to deserve even a larger salary than that. Those who remember him as the giant center rush of the Dartmouth '90 football team will subscribe to this statement. He is also a big man intellectually.

TILTON, N. H.—A new eight-room union school-house has been finished and dedicated. Every modern improvement in the way of heating and ventilation is included. A special feature is the assembly hall on the third floor, forty-seven by forty-four feet, lighted by electricity, and provided with a pretty little stage for school and town entertainments.

WORCESTER, MASS.—February first, the anniversary of the birth of Jonas G. Clark, founder of Clark university, was observed by an appropriate celebration and by the suspension of all other exercises at the university. Pres. G. Stanley Hall made an address upon the career of Mr. Clark. He also read letters received by Mrs. Clark from a number of college presidents and other prominent men.

SOMERVILLE, MASS.—The school board has voted to ask the board of alderman to provide money for a new building for the Latin school. The motive is to secure sufficient accommodations for the English high school, which has grown so far beyond expectation that the present building gives little more than half room enough for the pupils. Then the present Latin school could be connected to the English high school building, and together there would be room enough for many more pupils than are now in attendance.

ANDOVER, MASS.—At a late meeting of the board of trustees of Phillips academy, Mr. James C. Sawyer, class of 1890, a resident of Andover, doing business in Boston, and Mr. Clarence Morgan, of New York city, class of 1893, were elected trustees, to succeed Hon. Roland Hazard, of Rhode Island, and Theodore M. Osborne, of Boston, both deceased. The notable feature in the election of these men is that they are younger than any men ever before chosen, being only about thirty years of age. Both of them are scholarly men, and members of families who have always been interested in education.

MILFORD, MASS.—About a year ago the high school building was burned. Since that time, the school has been located in the Pearl street Universalist church, but that has now been burned, leaving the school with no possible place in which to meet. All that can be done is to complete the new town hall as soon as possible, and let the school have a vacation until it is ready. This double burning is a curious coincidence.

Work of the Public School Art League.

BOSTON.—A large audience turned out to witness the results of the completion of the decorations in the Francis Parkman school at Forest Hills, and to listen to the speakers of the Public School Art Association. Mrs. Sarah W. Whitman, the president, made an interesting exposition of the aims and undertakings of the association. Supt. Seaver commended the work that is being done in heartiest manner, and spoke of the preparation for the highest functions of life which is given by the art and music of the school-room. Following him, Mr. J. Frederick Hopkins, director of drawing, mentioned specific cases that have come to his notice of the influence that school decorations have upon the children. He told how he had listened to children as they discussed a picture of the Madonna exhibited in a Boston store window and how striking was the understanding and appreciation they showed. Boston schools, he said, are far ahead of any in Europe so far as art is concerned. The walls of the French schools are devoid of suggestions of art. The same is true of the schools of Italy, Germany, and England. Other speakers at this meeting were Headmaster John T. Gibson, of the Agassiz school, and Headmaster Alonzo Meserve, of the Bowdoin school, Boston.

Harvard University.

Dean Briggs, in his annual report, makes the very important recommendation that further division be made in entrance examinations. At present the examinations are divided into only two parts, so that students are obliged to hold many different subjects in mind. The dean thinks that by allowing a portion of the subjects to be passed two years before entering, students would come better prepared.

Bowdoin Alumni.

BOSTON.—The Bowdoin Club of Boston, had their annual dinner and reunion on the evening of February 6, sixteen members of the last year's victorious football team being present as invited guests. Prof. A. E. Burton, of the Massachusetts Institute of Technology, presided as toast-master and presented to the college thru Prof. H. L. Chapman, of the chair of English literature, a mourning ring which had belonged to James Winthrop Bowdoin, son of the founder.

Prof. Edward S. Morse, of Salem, emphasized the fact that study of the classics alone does not yield effective education. We are all savages in a sense; if we were in China, most of us would be Boxers; we must look to science and education to get us out of savagery. Science should be given a still larger place in all education, and it should supersede the so-called classics. Professor Chapman spoke of the long roll of graduates and the honorable places, which they hold in the nation. Bowdoin is a well equipped institution, and its resources have been gradually and steadily increased by the wise administration of its board of trust.

McGill Alumni.

The New England graduates of McGill university, Montreal, had their second annual dinner on February 1, with Arthur E. Childs, of Boston, presiding. Prof. Robert M. McDougall, of Cambridge responded to the toast "The King." He paid tender tribute to the late queen, from whose hands the scepter has now passed. Few sovereigns have ever come to the throne with greater assurance of being on the side of peace than has Edward VII. He said that we should all be surprised could we know the influence which King Edward has exerted as the Prince of Wales, in social and philanthropic lines.

Vice Chancellor William Peterson spoke depreciatingly of the great latitude now allowed students in selecting their own studies, illustrating the extreme of the tendency by a funny story of a Harvard student, who could not be turned from his plans by any suggestions of the faculty, who came to the college to take a course in anatomy, the science of the body; a course in constitutional history as a guide to the science of the constitution of the body politic; and a course in geology, the science of the constitution of the earth. It is to the credit of McGill that the student is allowed no choice until his third year. Dr. Peterson spoke of the natural progress made by the college, and mentioned new buildings now being built, pointing out some of the further wants of the university, among them a gymnasium and new dormitories.

University of Maine.

The alumni of the University of Maine dined at Young's hotel, on February 8, Pres. L. C. Southard, of Boston, in charge. In calling the alumni to order, he spoke of the great advantage of the comparatively small numbers at his *Alma Mater*. This enables the president and professors to know every man personally, and to have a personal interest in all the students. When President Eliot crosses the campus at Cambridge, he does not recognize a single student; but no student ever meets President Harris without being recognized and saluted. This personal interest becomes the primary factor in education at Orono. Honorable Henry Lord, president of the board of trustees, emphasized the debt which the alumni and students owe to President Harris and Dr. Fernald. The most pleasing feature of the college is the marked success of the graduates in whatever business they engage.

Hon. I. H. Stetson, of Bangor, complimented President Harris on his work as a man of broad ideas, and one to whom the trustees can say, "Lead on and we will follow." Besides, he is one of the best politicians in Maine, and working together the university is able to pay all bills as they fall due.

President Harris was the last speaker, having been delayed so that he could only "get to the meeting in time for the benediction." He recounted the history of the university, and spoke particularly of the late additions to the equipment. The most important of these are the new books in the library, new equipment for electrical engineering, and a telescope costing three thousand dollars.

Boston University.

By request of the faculty of the college of liberal arts, graduates prominent as teachers have contributed papers discussing aspects of the relations between colleges and secondary schools. One of the best was prepared by Nathaniel S. French, a master in the Roxbury high school, class of '81. He showed that colleges may aid preparatory schools by extending the range of studies used as tests of fitness for entrance to their courses. This provides a better attitude on the part of the colleges towards the work of a secondary school. A subject chosen by the pupil because of fondness for that branch gives the pupil greater breadth for his development. At the same time it awakens in the pupil a spirit of research.

Another valuable paper was contributed by Miss Grace E. Ward, of the Lynn classical high school. She held that the college can greatly assist teachers without in the least departing from the true function of the college, that of general education. The college is to make minds, not to train in pedagogy, and a college must hold itself to this general work, especially as so many seek the training of the college who are not to become teachers.

Interesting News from Everywhere.

Princeton's share of the collection of Greek papyri which were discovered by two English archeologists in Egypt, in 1897, and are now being prepared for distribution, in Boston, will consist of thirteen manuscripts. Among them will be a manuscript of Herodotus dating from the second century and a contract for a loan made in the reign of Nero.

OSWEGO, N. Y.—Prof. Grant Karr, of the Oswego normal school has moved the board of education to provide better school desks for the practice department of the normal school. Those that are now in use are twenty-five years old, ill-shaped, and in bad order.

BUFFALO, N. Y.—The estimates for the next fiscal year indicate that the school department will need about \$30,000 more than for the current year. About half of this sum will be necessitated on account of increased salaries among grade teachers.

ALBANY, N. Y.—Supt. C. W. Cole in his annual report recommends that pupils be promoted to the high school upon the recommendation of the grammar school principal. He states that the attempt to stiffen the requirements by means of more rigid examinations has simply meant that the work of the eighth grade has to be devoted almost entirely to direct preparation for the examinations. Four hundred and fourteen pupils appeared at the examination last June, of whom 401 were successful and were duly admitted.

TOPEKA, KAN.—A bitter text-book fight is about to be precipitated. Senator Cubbison has introduced a bill of but one line, reading, "An act repealing chapter 179 of the session laws of 1897." That line, if passed, will wipe state uniformity out of existence.

COLUMBUS, GA.—An exhibit of manual training work done in the school was held at the Manual Training school Feb. 16. Supt. C. B. Gibson and Director of Manual Training W. H. Noyes were the recipients of numerous congratulations upon the excellence of the work shown.

KINGSTON, N. Y.—Public school No. 11 was destroyed by fire February 2. The cause is not definitely known, but is believed to have been defective heating apparatus. The school was one of the oldest in the town and was regarded with affection by hundreds of graduates. The total insurance is \$12,000.

MINNEAPOLIS, MINN.—The board of education, after calling a special meeting to adopt rules for medical inspection of schools, adjourned without accomplishing anything. They simply debated the question of the relation of the school inspector to the family physician. Suppose the medical inspector send a child home as suffering from a contagious disease and the family physician should decide that it had nothing of the sort and send the child back to school; what would be done with the child? This problem was too deep for the board, and they left it unsolved.

ELMIRA, N. Y.—William Millard, found guilty of not compelling his son to attend the public school, has been fined \$5 or five days in jail. This is the first time a parent has been arrested here for violation of the education law.

TRENTON, N. J.—Supervising Prin. B. C. Gregory in his annual report demonstrates the folly of erecting small buildings for school purposes. From a practical point of view they are a great mistake. There cannot be good discipline of pupils or good supervision of teachers if the schools are isolated and scattered over a great extent of territory.

FRIDAY HARBOR, WASH.—Mr. J. M. Hatcher, supervising principal of the public schools, died Jan. 24. He was a native of Tennessee and had taught for a time in Mexico. He was very popular in Washington educational circles.

BALTIMORE, MD.—Herbert Baxter Adams, professor of American and institutional history and director of the historical department in Johns Hopkins university, has resigned his position on account of ill health. His resignation was accepted only with the greatest regret. It is said that Dr. Adams has in view some light work in connection with the department of education in Washington.

KANSAS CITY, MO.—Pres. R. L. Yeager, for twenty years president of the board of education, has resigned his position. When he entered upon his duties in 1879 the city had fifty-one teachers; now there are over 600. It is held to be a matter almost of civic disaster that so faithful a board member should be constrained by ill health to sever his connection with the educational work of the city.

BINGHAMTON, N. Y.—Commissioner Charles M. Stone has been elected president of the school board. The newly appointed commissioner in place of the late Charles F. O'Brien is Mr. William W. Farley.

A statement of the gifts received by Columbia university, during 1900, shows that \$460,311 was the amount contributed. The stream of benefactions reached high-water in February, when \$187,000 was recorded. Some of the chief contributions were: \$100,000 from the will of Dorman B. Eaton, for the foundation of a chair of municipal law; \$100,000 from W. E. Dodge, for the construction of Earl hall; \$100,000 from John

D. Rockefeller, for a chair in psychology; \$85,000 from the Alumni association, for University hall; \$25,000 from Mrs. Robert Goelet, for a statue; \$20,011 from the Carl Schurz fund; \$10,000 from Phelps, Dodge & Co.; \$10,000 from an anonymous friend, for the purchase of books, and \$10,300 for miscellaneous uses.

MADISON, WIS.—One of the features of the summer term will be a school for artisans and apprentices which will begin July 1 and end Aug. 9. It is designed to give young artisans the benefit of the extensive laboratories and shops of the university, which, being occupied by college students during the winter months, are not available to the workingman.

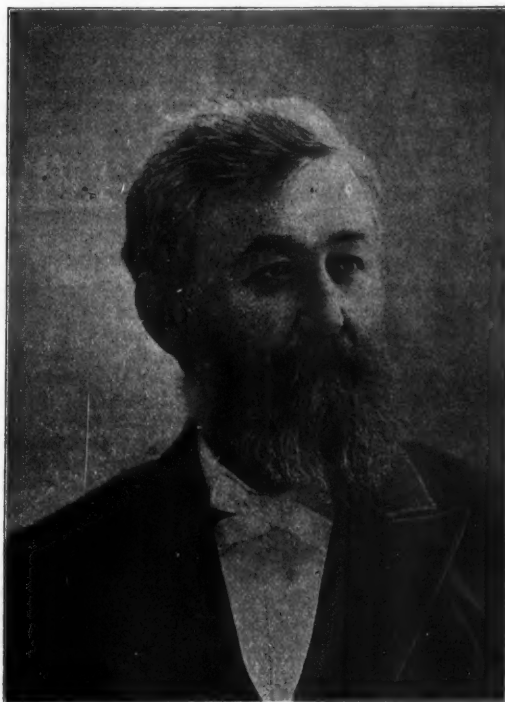
ROCHESTER, N. Y.—The grand jury has failed to find an indictment against former Supt. Milton Noyes, who was dismissed from his position three months ago. The charge was misappropriation of \$3,327, moneys belonging to the city.

SPRINGFIELD, MASS.—The school authorities have recommended to the common council the establishment of a new grammar school at the north end of the city. The school is badly needed on account of overcrowding of schools in the neighborhood.

MILFORD, CONN.—The sum of \$3,000 will be laid aside from the annual taxes for a number of years and placed at interest in the Milford savings bank against the erection of a modern school-house. One of the newspaper critics of the policy of the board of education says: "The way provision is made for education in Milford, one would think education was a luxury instead of a necessity. A building is needed at once, right now, and there is no sense in waiting for it, for one knows how many years. The town could issue bonds, secure the money, and commence the work of building a school right away."

HARTFORD, CONN.—Prin. Wilbur F. Gordy, of this city, is prominently mentioned for a place on the state board of education. A new parochial school will be erected on property recently purchased from Ira B. Smith on Main street.

A meeting of representative citizens of Boston, presided over by Dr. Edward E. Hale, was held in the Unitarian building on February 4, in memory of the late Prof. Francis H. James, and an appropriate memorial was adopted. Professor James during the siege of Peking last summer, saved three thousand native converts from a cruel death, and then a little later was mysteriously killed outside the legation walls, probably slain by Boxers. A sketch of his life and labors was presented by Rev. W. S. Key. Professor James went to China as a missionary in 1876 and then returned after several years of successful work. In 1895 he gave a course of lectures at the Lowell institute, upon "The History, Literature, Philosophy, and Religion of China," which showed unusual research and clean criticism. His was emphatically an analytical mind. On April 20, 1897, he again left Boston for China as translator in the imperial arsenal of Shanghai, and one year later he became professor of English in the Imperial university of Peking, in which position he worked for the reform movement until the Boxer outbreak.



State Supt. N. C. SCHAEFFER, of Pennsylvania, who is a candidate for re-election. His success is earnestly hoped for by all friends of the schools.

Notes of New Books.

The Gospel of Wealth, by Andrew Carnegie. This book has attracted wide attention, not only because the author insists upon liberal giving, but exemplifies his teachings by setting apart millions yearly for the founding and endowment here and in Great Britain of free libraries, art galleries, etc. Mr. Carnegie has the courage of his convictions, and a faculty for apt and telling phrases. He thinks that the problem of the age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and the poor in harmonious relationship. Among the great questions he discusses are the advantages of poverty, popular illusions about trusts, an employer's view of the labor question, distant possessions, Americanism versus imperialism, and imperial federation. (The Century Company.)

Something unique in the way of a text-book is Dr. Victor C. Bell's *Our Teeth: How to Take Care of Them*. It is a series of lessons on the physiology and care of the teeth arranged for use either as a supplementary reader for lower grades (third to sixth), or for the teacher to use with children. The lessons include: How Teeth Grow, What Teeth are Made Of, What to Eat, Care of the Teeth, What Teeth are For, Names of the Teeth, Bad Habits, Why Teeth Decay, Toothache, Curing Toothache, How to Eat, Tooth Mending, Tooth Bridges and Plates. Each lesson closes with a summary to be used as memory thoughts or for blackboard work. The summary is followed by a number of questions which can be asked of the children or employed for review. This little book takes up the whole matter of tooth physiology in a very interesting manner. The lessons are given in a form that is sure to please the young and each chapter has been carefully passed upon by teachers and dental experts. The print is large, the illustrations numerous and attractive, and the cloth binding dainty and serviceable. (Young America Publishing Company, 111 Fifth Avenue, New York. Price, 40 cents. To teachers, 20 cents.)

The Beacon Song Collection, Number Two, for use in high schools, academies, colleges, and choral classes, compiled and arranged by Herbert Griggs, supervisor of music in the public schools of Denver, Col. The first *Beacon Song Collection* proved so helpful that it was thought a second volume would find a ready place in a large number of schools. The music and words have been carefully selected with a view to supplying material for every possible occasion. The chorals and devotional music have words strictly undenominational in character. The patriotic songs are the works of the best composers of patriotic music. (Silver, Burdett & Company.)

A series of *Octavo Anthems* for choir use is among the publications of Fillmore Brothers, of New York and Cincinnati. Among these are No. 192, *O Zion, that Bringeth Good Tidings*, and No. 193, *The Shepherds*. The other publications of the same firm include, *The Search for Happiness*, an allegory to be played by ten girls, by A. C. Barnes; *All Hail to Santa Claus*, a juvenile cantata, by Charles H. Gabriel; *Fillmore's Christmas Recitations and Dialogs*, No. 5; *Who is Santa Claus?*, a little Christmas cantata for little people, by Palmer Hartsough and J. H. Fillmore, and *The Once a Week Club*; by A. C. Barnes. We also call attention to Fillmore's *Concert Quarterly for Sunday Schools*, a little periodical filled with pieces for singing.

New Education Readers, Book One, by A. J. Demarest, superintendent of instruction, Hoboken, N. J., and William M. Van Sickle, superintendent of schools, North Bergen, N. J. This is a synthetic and phonic word method. The lessons are planned to be a safe and definite guide for the teacher. The method is based on a thorough knowledge of phonics. It is only thru a knowledge of the elementary sounds and the conventional relation of letters, that children are able to combine letters into words, and then to use these units of thought and build simple sentences. Some of the features of the book are as follows: The lessons are systematically planned on four distinct lines for each day; simple, concise directions are given for each line of work; systematic reviews are given; the sound pictures are printed in outline and may thus be easily reproduced on the blackboard; a continuous story, drawn from child life, is given for teaching the sound elements; child life and games are given a prominent place; the children acquire a more extensive vocabulary than thru other methods; the lessons are carefully graded, while the sentences are short and complete in thought. (American Book Company.)

Selections from the Idylls of the King, by Alfred Tennyson, edited by Mary F. Willard, of John Marshall high school, Chicago. This is a most interesting addition to the Eclectic English

Classics, new so widely used in secondary and preparatory schools, as the Idylls stand easily first among Tennyson's poems in grace and elaboration of language and in human interest. The book includes in addition to the selections and introduction containing the origin and growth of the Idylls, the history of the Arthurian legends, a chronology, and a bibliography. The notes are well edited and sufficiently full for the use of the students. Topics are also added for written reviews of the poem. (American Book Company. Price, \$0.20.)

A School Chemistry, intended for use in high schools and in elementary classes in colleges, by John Waddell, D.Sc., Ph.D. The endeavor is made in this little book to help the pupil in the discovery of new facts, to enable him to see their connections, and to show how facts lead to theory, and theory aids in investigation and in the discovery of further facts. Theory is subordinated to fact, and the topics are taken up in what the author considers the most natural order. The experiments are spoken of as tho performed by the pupil, but where this is not feasible he will be able to follow the experiments of the teacher, to whose judgment is left the decision which experiments to do himself and which to leave to the pupil. (The Macmillan Company, New York.)

An Elementary Chemistry, by John Bernard Ekely, A. M., science master in St. Paul's school, Garden City. This chemistry consists of three parts; the first nominally of sixty-two experiments for laboratory work: the second, of a full and accurate account of the theories of chemical changes; and the third of a brief description of elements and compounds, with simple qualitative analysis. Actually, each so-called experiment is a group, either showing the various reactions of some compound, or developing some law, and they are well suited to lead to accurate observation. The selection of processes has usually been well made, the easiest method of manipulation having been chosen. The entire separation between laboratory work and theory is a pleasing feature since it enables the student to see what demands close study. It is a delight to find a book in which the names of chemical substances are all spelled according to modern methods. (Silver, Burdett & Company, New York, Boston and Chicago. Price, 90 cents.)

A Second Manual of Composition, by Edwin Herbert Lewis, Ph. D. This can be used for a one-year course or a two-year course, by second, third, or fourth year pupils in a secondary school. It consists of two parts, one of which discusses composition in general, the other the kinds of composition. There are 150 exercises, applying principles which have been copiously illustrated. The student attempts to embody each principle in turn in five themes which have been built up according to laws of structure. In Part II. the five themes are put aside and the student writes freely on a variety of topics, while the themes are criticised in regard to effect produced. (The Macmillan Company, New York. Price, 90 cents.)

In *Language Reading Lessons* Prof. William M. Giffin has prepared supplementary work for the grammar grades. The object of the book is to help those who are forming bad habits to overcome them. It is neither a grammar nor a language book; it is intended both to precede and supplement these. The lessons should be preceded by oral language lessons, and should also follow regular lessons in grammar. (D. A. Fraser & Company, Boston.)

A Short History of French Literature, by L. E. Kastner, B. A., (Camb.), and H. G. Atkins, M. A., (Lond.), B. A. (Camb.), fills a gap between numerous primers of French literature and such larger works as Saintsbury and Dowden. Authors from middle ages to the present time are treated. No selections are given. Biographies and brief summaries of the more important works and criticisms of style make a book valuable to students of the subject. (Henry Holt & Company, 300 pages, \$1.25 net.)

Charles H. Ashton, A. M., instructor in mathematics in Harvard university is the author of a new text-book on *Plane and Solid Analytic Geometry*. The book does not attempt to give an exhaustive treatise, but is planned for a class having sixty to seventy recitations in the subject. The author has tested it for several years in his own classes at Harvard, and claims that nothing has been omitted having an important bearing on future study. Many numerical problems have been given as well as exercises in deriving formulæ. (Charles Scribner's Sons, 260 pages. \$1.25 net.)

Color Study, a complete key to the state work in color, has been issued by John Warren Ball, Rochester, editor of "Current History." As a manual of the facts of color it is admirably arranged and ought to be of great assistance in preparing for examinations.

In Cassell's National Library, new series, among recent numbers are *The Diary of Samuel Pepys*, Bacon's *Advancement of Learning*, Herodotus' *Egypt and Scythia*, and Shelley's *Prometheus Unbound*. (Cassell & Company, Limited.)

Pitman's Shorthand Reading Lessons, No. 2. This is intended for use with the Instructor. (Part 1.) It furnishes the learner with reading practice and word-building. (Isaac Pitman & Sons, 33 Union square, New York. Price, \$0.25.)

Penniman's New Practical Speller, by James H. Penniman. The feature about this book to be specially noted is that the lists are made up of the words that are difficult to spell. If these are mastered the easy ones will take care of themselves. The 6,500 words, in common use and more or less difficult to spell, have been arranged according to subjects on the principle that the association of the sense and use of a word with its form is always an assistance in the recollection of the spelling. The author holds that literature, poetry, geography, botany, etc., are not correlated subjects with spelling, and to join them with it destroys that concentration which is essential to the best results. The fundamental idea of the book is concentration on spelling, pronunciation, and meaning of words. (D. C. Heath & Company, Boston.)

The School Speaker and Reader, by William DeWitt Hyde, president of Bowdoin college. The dedication of this book answers the question why President Hyde takes time from his busy life for editing it: "To George Palmer Hyde, whose recurrent clamor for a 'piece to speak,' taught me what to put in and whose scornful rejection of the 'babyish' or 'dry,' taught me what to leave out, this book is affectionately dedicated." There are five classes of selections: I. Nature, with such contributions as Bolles, Burroughs, Van Dyke, and Seton-Thompson; II. American History, including subjects from the landing of Columbus to the Spanish war, and debate about the Philippines; III. Patriotism; IV. Enterprise and Courage; V. Humor, Sentiment, and Reflection. The last three classes bring together many old favorites and a few recent productions, all inspiring. There are none of the morbidly sentimental effusions which are at the same time so fascinating and so unwholesome for the young. Teachers and pupils alike cannot fail to find the book a help. (Ginn & Company, 475 pages.)

Ancient and Modern Language Texts.

Episodes from Alexandre Dumas' Monte Cristo, edited by I. H. B. Spiers, senior assistant master William Penn charter school, Philadelphia. Dumas was a story teller of the first rank and this is one of the very best of his tales. The early part of this wonderful story (in the original French) has been condensed for class use in this volume. It has a map of Marseilles harbor and numerous notes. (D. C. Heath & Company, Boston. Price, \$0.30.)

Le Comte de Monte-Cristo, par Alexandre Dumas, abridged and annotated by Edgar Ewing Brandon, A.M., professor of French in Miami university. In this abridgment of the story enough has been retained to give a completed idea of the hero as the author imagined him. Aside from the omission the original text of the French of Dumas has been carefully followed. All the traits of Dumas' style have been preserved except perhaps his diffuseness. Maps and a chart of the city of Marseilles aid materially in understanding the story. (Henry Holt & Company, New York.)

Histoire de France, selected from Ducoudray, by O. B. Super, professor at Dickinson college. This book is made up of lectures by Ducoudray and should perhaps be considered as a book of French lectures on French history rather than as a history of France. The narrative is so simple that it cannot fail to interest young people. A series of maps show the extent of France at different periods. (Henry Holt & Company, New York.)

Marie Stuart, edited by Margarethe Mueller and Carla Wenckebach, professors of German in Wellesley college. The editors have prepared a most useful edition of Marie Stuart, one which, it is to be hoped will receive its merited attention at the hands of German teachers everywhere. The authors proceed on the principle that German should be used as the medium of instruction in our German classes. To that end they have written the introduction, which deals with the plan of the drama and Schiller's treatment of the historical Marie, in good lucid German. Likewise the explanatory notes explain the difficulties in German by means of synonyms and short elucidations. The main objection to be urged against the notes, is that the editors deal too little with the etymology of expressions explained, neither ought they to exclude English entirely since the comparison of German and English forms is of great importance. The thirty-two pages of German questions on the drama will prove very helpful to the teacher who has had little experience in conducting recitations in German. The book deserves serious attention. (Ginn & Company, Boston.)

The Charmides, Laches, and Lysis of Plato, edited by Barker Newhall, Ph.D., professor of Greek in Kenyon college. The dialogs selected are admirably suited to the needs of the classroom. The first two dialogs are intended for careful study, hence the notes are quite exhaustive, while the Lysis is intended for rapid or sight reading. A biographical note and a study of each one of the dialogs is prefixed. (American Book Company. Price, \$1.25.)

Bellum Catalinae of Sallust, edited by C. G. Herbermann, Ph.D., LL.D., professor of Latin language and literature in New York university. Professor Herbermann, offers a thoro revision of his text of Sallust which has been in use for ten years. The text is based on the edition of Schmalz. The notes are copious and refer to A. & G., B. G. & H. The introduction contains a biographical and critical account of Sallust. Indices on the notes and a vocabulary are appended. (Benjamin H. Sanborn & Company, Boston.)

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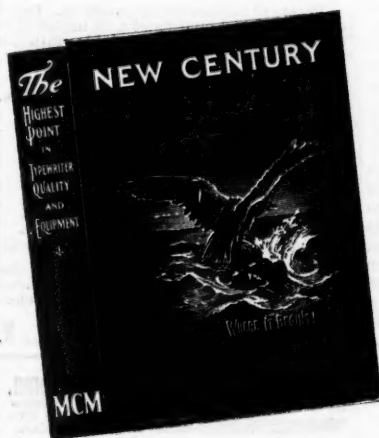
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Literary Notes.

The Florida Magazine for February is an exceedingly bright paper and contains a great variety of original material. The editor is Mr. George D. Ackerley who has undoubtedly found his true vocation, judging by the make-up of this number. It is handsomely printed and illustrated and at the price of \$1.00 should find numerous subscribers. The publication of a magazine of such high character should be of real benefit to the state of Florida.

In "About Books," No. XII, Messrs. Settle, Brown & Company have reprinted a number of golden opinions of Dr. Edward Everett Hale, preacher, author, philanthropist, and prophet. Certainly no living American writer is more deserving of the highest honors and it is a matter for public congratulation that his works are issued in a thoroughly admirable fashion by this old Boston house.

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Florida.

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The second Pennsylvania Railroad tour of the season to Jacksonville, allowing two weeks in Florida, will leave New York and Philadelphia February 19.

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For tickets, itineraries, and other information apply to ticket agents, Tourist Agent at 1196 Broadway, New York; 4 Court street, Brooklyn; 789 Broad street, Newark, N. J.; B. Courlander, Jr., Passenger Agent, Baltimore district, Baltimore, Md.; Colin Studds, Passenger Agent, Southeastern district, Washington, D. C.; Thos. E. Watt, Passenger Agent Western district, Pittsburg, Pa.; or to Geo. W. Boyd, Assistant General Passenger Agent, Broad street station, Philadelphia.

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The next Pennsylvania Railroad three-day personally-conducted tour to Washington, D. C., leaves Thursday, February 21. The rate, \$14.50 from New York, \$11.50 from Philadelphia, with proportionate rates from other points, covers transportation for the round trip, meals *en route*, transfer of passenger and ordinary baggage to hotel, two days' accommodations at the Arlington, Normandie, Riggs, or Ebbitt house, services of experienced tourist agent and chaperon—in short, every item of necessary expense during the entire trip.

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| 25 Learning to Walk | 233 Lord Pauntieroy | |
| 216 Girl with Parasol | 234 Girl with Chickens | |
| 206 Girl's Pace | 235 Girl and Rabbits | |
| 207 Boy's Pace | 246 Spinning Wheel | |
| 208 Boy playing Flute | 247 Locomotive | |
| 209 Chasing the Butterfly | 248 Harp | |
| 210 Baby in Cradle | 250 Mother Goose | |
| 211 Playing Horse | 276 Watching the Chickens. | |
| 212 Over the Garden Wall | 277 Playing with Kitty. | |
| 213 Dog with Cane | 278 Boy Feeding Rabbit. | |
| 214 The Selfish Girl | 279 Girl Holding Cat. | |
| 215 Boy with Trumpet | 280 Dog and Bird. | |
| 217 Boy on Bicycle | 286 Boy Trumpeter. | |
| 218 Dog and Hat | 287 My Ship went Sailing. | |
| 219 The Courageous Hen | 288 Tulip Vase. | |
| 220 Dressing Kitty | 295 Horse at the Fence. | |
| 221 Giving the Dolls a Ride | 296 Will you have a flower, Miss | |
| 222 Playing Soldier | 297 Rooking the cat babies. | |
| 223 Sailor Baby | 298 Polly goes shopping. | |
| 224 Boys and Sail Boat | 300 A Rainy Day. | |

Animals.

- | | | | |
|----------------------|-------------------|--------------------|--------------------------|
| 46 Cow and Calf | 52 Cat | 61 Polar Bear | 68 Hyena |
| 47 Horse and Colt | 53 Sheep | 62 Lion | 69 Kangaroo |
| 48 Elephant and Baby | 54 Pig | 63 Lioness | 70 Donkey |
| 49 Camel | 55 Rabbit | 64 Rhinoceros | 236 Elephant with Houdah |
| 50 Reindeer | 57 Bat | 332 Bison | 334 Tiger |
| 51 Dog | 58 Rat | 333 Giraffe | 335 Seal |
| 52 Mouse | 59 Wolf | 336 Squirrel | 269 Whale |
| 53 Lynx | 67 Fox | 270 Walrus | 271 Baboon |
| 26 Pair of Swallows | 229 Fox and Young | 230 Beaver at Work | |

Nationalities.

- | | | |
|-------------------------------|------------------------|-----------------------|
| 249 Chinaman with Basket | 290 A Little Hollander | 293 Japanese [Girl] |
| 255 Indian with Gun | 291 Canadian Boy | |
| 266 Indian with Bow and Arrow | 292 English Sailor Lad | |
| 272 Esquimaux | 289 A Scotch Lad | 294 Little Dutch Girl |

Plants, Flowers, and Fruit.

- | | |
|---------------------------|--------------------|
| 71 Wild Rose | 74 Tulips |
| 72 Calla Lily | 75 Pear Blossom |
| 73 Solomon's Seal | 76 Wood Violet |
| 77 Pond Lillies | 80 Fuchsias |
| 78 Roses | 236 Pinks |
| 79 Morning Glor. | 237 Hollyhocks |
| 239 Apple Blossoms | 240 Daisies. |
| 241 Spray of Oranges | |
| 242 Spray of Peaches | |
| 243 Spray of Strawberries | |
| 244 Oak Branch and Acorns | |
| 245 Spray of Pears | 263 Flax Plant |
| 257 Banana Tree | 264 Indian Corn |
| 258 Tea Plant | 273 Almonds |
| 259 Coffee Plant | 274 Olives late |
| 260 Pineapple | 275 Pomegran. |
| 261 Cotton Plant | 299 Passion Flower |
| 262 Tobacco Plant | |
| 318 Charter Oak | |
| 344 Golden Rod | 345 Chrysanthemum |

Birds.

- | | |
|-----------------|-----------------|
| 81 Quails | 84 Stork |
| 82 Woodcocks | 84 Swan |
| 83 Eagle Flying | 267 Condor |
| 268 Tailor Bird | 283 Lark |
| 281 Ostrich | 284 Thrush |
| 282 Snipe | 285 Nightingale |
| 287 Robin | 340 Blue Jay |
| 31 Lighthouse | 94 Bird House |
| 95 Castle | 96 Fort |
| 97 Wind Mill | |

Buildings.

Old and Young.

- | |
|-----------------------|
| 86 Hen and Chickens |
| 87 Goose and Goelings |
| 88 Duck and Ducklings |
| 89 Owl and Owlets |
| 90 Bird and Young |

Portraits.

- | | |
|-----------------------|--------------------|
| 30 Washington | 43 Longfellow |
| 37 Jefferson | 43 Emerson |
| 38 Jackson | 44 Bryant |
| 39 Lincoln | 45 Tennyson |
| 40 Grant | 251 Pope Leo |
| 41 Whittier | 252 Edison |
| 253 B. Franklin | 319 Holmes. |
| 254 H. M. Stanley | 320 Hawthorne. |
| 255 G. Cleveland | 321 Lowell. |
| 256 Henry Ward | 322 Columbus. |
| | Beecher |
| 324 McKinley. | 327 Queen Victoria |
| 325 Irving | 328 Garfield |
| 326 Martha Washington | 331 Froebel |

Patriotic List.

- | | |
|------------------------|-------------------|
| 96 The American Flag | |
| 97 Liberty Bell | |
| 98 U. S. Coat of Arms | |
| 99 The American Eagle | |
| 100 Goddess of Liberty | |
| 201 Ship of Columbus | |
| 202 The Mayflower | |
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